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**THE OUTPUT OF PROFESSIONAL
SCHOOLS FOR TEACHERS**



THE OUTPUT OF PROFESSIONAL SCHOOLS FOR TEACHERS

BY

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TO THE MEMORY
OF
H. K. WOLFE

ACKNOWLEDGMENTS

I wish to acknowledge here my indebtedness to those who have helped to make possible this study. I am under obligation to the Presidents and their office staffs of the institutions from which data were secured. Without their assistance the study could not have been made. It would be impossible to record here the names of all who have contributed to this investigation, however, justice demands that I mention a few: Dr. M. R. Trabue and Dr. W. H. Kilpatrick have made valuable suggestions in the method and arrangement of the material. To Dr. W. C. Bagley, under whose direction the study has been made, I am under special obligation. His suggestive criticisms as the work progressed has been of incalculable value, but even more than this, the opportunity of working with and receiving assistance from the master mind in this field of study is an obligation I am unable to meet. I would be unjust not to mention my wife, without whose encouragement and actual assistance in the monotonous statistical work of the study, this report would have been impossible.

C. E. B.

The names of the institutions are not given in the tables or figures. The key is on file in Teachers' College, Columbia University, New York City, N. Y., and the key letter representing an institution will be sent, upon request, to the responsible head of the institution.

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PART I. PROBLEM AND METHOD

CHAPTER I

THE NEED OF THE STUDY

The following is a report of a study of the distribution of the graduates of a selected group of schools engaged in the professional preparation of public-school teachers. The output of the two, three, and four-year curricula for the years of 1910, 1915, and 1920 were studied to answer the following questions:

1. What kinds of schools do graduates enter the first year after graduation?
2. What types of teaching positions are served the first year after graduation?
3. What relation is there between curricula completed and teaching position served?
4. In what proportion do graduates enter supervised and unsupervised schools?
5. What is the period of service of the trained teacher?
6. What becomes of those that do not teach?

At the present time in many institutions there is no adequate information available to answer the above questions. Very few schools keep a record of where their students go immediately upon graduation and where they are located in later years. It is believed that definite information of this nature will enable the schools to do their work in a more business-like manner.

Certain definite tendencies during the periods investigated are shown by the study. It shows clearly the inequitable distribution of the graduates into rural, village, and city schools. There is evidence that some of our public teacher-training institutions are becoming exclusively training schools for the cities and fail to serve other fields of public education. The study reveals the fact that teacher-training institutions do not offer specific training nor specific guidance. Most of the graduates go out with a preparation to be "general practitioners." They are not specifically prepared for any particular field of service.

It is time to take account of the output of each curriculum to see whether it warrants a separate curriculum or is to be regarded only as a byproduct. What is the output of each curriculum? Is there a place for the graduate? Is the demand of the district served sufficient to maintain or establish this or that special curriculum?

The investigation indicates that a significant percent of those graduating from teacher-training institutions cannot be depended upon to enter the teaching field the first year after graduation. The question arises at once, where do they go?

The periods of service of the graduates since their graduation show some rather encouraging results of training when well-prepared teachers are contrasted with the general teaching population.

There are very few studies of an accurate character regarding the actual output of professional schools for teachers. It is obviously important for an administrator of such a professional school to have complete information as to where the students are actually going immediately after graduation, their particular work, and the success they are achieving with the preparation they have for the specific work in which they are engaged. Information of this kind will enable the proper evaluation of the work of the institution. A knowledge of these facts will aid the administrators and those in charge of the placement of the students to serve the public more efficiently.

CHAPTER II

THE SOURCES OF THE STUDY

A group of professional schools for teachers were selected from which to secure the data for the study. The criteria used in the selection were:

1. That there was in each school some assurance that the data were available.

2. That the institutions should in the aggregate be typical of teacher-training schools of the country as a whole.

The data were secured from the following schools:

State Normal School, Oshkosh, Wis.

State Teachers College, Cedar Falls, Ia.

State Normal School, Trenton, N. J.

State Normal School, Farmville, Va.

State Normal School, Bridgewater, Mass.

State Normal School, Richmond, Ky.

Rhode Island State College of Education, Providence, R. I.

State Normal School, Charleston, Ill.

State Teachers College, Greeley, Colo.

State Normal School, Plymouth, N. H.

State Teachers College, St. Cloud, Minn.

State Normal College, Dillon, Mont.

State Normal School, Indiana, Penn.

State Normal School, Kalamazoo, Mich.

Maxwell Training School, Brooklyn, N. Y.

Teachers College, University of Cincinnati, Cincinnati, Ohio.

State Teachers College, Cape Girardeau, Mo.

State Teachers College, Albany, N. Y.

Harris Teachers College, St. Louis, Mo.

State Teachers College, Kearney, Nebr.

Teachers College, University of Nebraska, Lincoln, Nebr.

State Normal School, Oswego, N. Y.

Since the data from the schools above named were tabulated additional data have come in representing 930 graduates from the following institutions:

State Normal School, Terre Haute, Ind.

State Normal School, Willimantic, Conn.

Miami University, Oxford, Ohio.

State Teachers College, Ellensburg, Wash.

The results from these institutions agree very closely with the results from the selected group studied. This gives data for approximately 10,000 graduates. This number should be sufficient to show a fair degree of accuracy of the trends in teacher-training.

METHOD OF SECURING THE DATA

It was found that the questionnaire method would not bring the desired information, excepting in the case of the State Teachers College, Greeley, Colo., and the State Normal College, Dillon, Mont., and in the latter case only for the graduates of 1920. Personal visits were made to the other schools during May, June, July, August, and September, 1921.

The following data were secured for each graduate:

1. The kind of school entered the first year after graduation.
2. Whether it was a supervised or unsupervised school.
3. The specific administrative, supervisory, or teaching position entered the first year after graduation.
4. The curriculum completed by each graduate.
5. The period of service since graduation of the graduates of 1910 and 1915.
6. The occupation of the graduate who did not teach.

The original records of the institutions were used. In most of the schools it was necessary to go to several sets of records to get the data. In some cases it was impossible to secure the information for a few of the graduates. The alumni records were in some places found useful.

METHOD OF TABULATION

The data for each graduate from the two, three, four, and five-year curricula for the years studied were compiled on record sheets from which the totals of each institution were computed. The data were computed separately for the male graduates.

STATISTICAL METHOD EMPLOYED

The tables for each year studied are given in percents. In computing the percentages for the types of schools entered, for those who did not teach, and for the curricula completed, the total

output for each year was used. In the other tables the percentages were computed from the number entering teaching the first year after graduation. Tables are given for each year studied.

The figures are of the trend and bar-graph types showing the tendency of the particular data secured.

THE VARIABILITY OF THE RECORDS

The variability of the records was so great in the different institutions that the study would have been impossible but for the kindness and assistance of the presidents and their office staffs. An encouraging feature of the investigation was the interest taken by those who assisted, and the increasing attempts that are being made to collect the information for each graduate on a composite record sheet.

CRITICISM OF THE PROBLEM AND METHOD

Several criticisms can be made of the study. One is that the institutions studied do not cover a sufficiently wide geographical area, and another that the data should have been secured from a larger number of graduates. It is believed that additional data from a wider area would have but slightly modified the general results. Interesting geographical comparisons could have been made if data from a wider area had been collected. The data from a larger number of graduates would probable have changed the percents in a small degree, but the general tendency, it is believed, would not have been changed.

These criticisms were foreseen. That they were not met was due (1) to the impossibility, because of the expense and time, of covering more territory. The distance traveled approximates fifteen thousand miles. (2) Because the data were not available. Several schools were visited where no records were kept that would give the information desired.

The topic is so large and the labor of securing the data and working up the material was so severe that the criticisms could not be fully met. An enormous amount of time and labor were expended on the 8790 cases used. This study is a mere introduction to the field. Other studies are needed before final conclusions can be derived.

PART II. RESULTS OF THE STUDY

CHAPTER III

THE TYPES OF SCHOOLS IN WHICH GRADUATES TEACH

The investigation found that graduates enter as teachers, the first year after graduation, the following types of schools: Rural, Village, City, Private, Parochial, and Normal School or College.

Table 1 indicates a great variation in the distribution of the graduates entering the different types of schools. It shows a rather constant tendency for the different years studied. There is a significant increase in the number graduating in 1915 over that in 1910. The output in 1920 although greater than 1910, does not equal that in 1915, and is less than the expected increase for the five-year period. This can be accounted for by the conditions caused by the war.

DISTRIBUTION OF THE GRADUATES

RURAL SCHOOLS

Two-year Curricula

A rural school, as used in this study, is either a one, or two-room, or consolidated school in the open country.

The total output of the institutions studied in 1910 was 1604. Of these 9.7 percent entered rural schools. In 1915 nine percent of the 2353 graduates entered this field of service, while in 1920 the proportion is decreased to six percent of the 2079 graduates. (Table 1) (Figure 2). These data are for all types of rural service. It was found that 5.2 percent of the graduates of 1920 entered one-room rural schools. A supplementary investigation was made in thirty-eight additional institutions in widely scattered sections of the country to ascertain the proportion of the graduates of 1920 going into one-room rural schools. The fifty-five schools from which data were secured had 5524 graduates. Of these 444, or 8 percent, entered one-room rural schools the first year after graduation. (Table 8) (Figure 3).

Three-year and Four-year Curricula

The number of graduates from these curricula entering the rural service is entirely negligible, in 1920 two from the three-year and one from the four-year curricula. (Tables 2, 3.)

MALE GRADUATES

For the three years studied there were 505 male graduates from the two-year curricula: 19 percent in 1910, 17.2 per cent in 1915, and 4.3 percent in 1920 entered rural schools. (Table 5.) The majority of the male graduates in 1920 entering rural work became either principals or manual-training instructors in consolidated schools.

VILLAGE SCHOOLS

Two-year Curricula

A village school, as used in this study, is one which has a principal and is located in a town of from one hundred to one thousand inhabitants.

TABLE 2.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE THREE-YEAR CURRICULA AS TO SCHOOLS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	Number of Graduates	Rural	Village	City	Private	Normal School or College	Not Teaching
1910							
C	17	17.7	41.2	35.3	....	....	5.8
R	42	....	43.2	28.6	2.4	2.4	23.4
Total.....	59	5.1	42.4	31.	1.7	1.7	18.1
1915							
C	37	11.	29.8	48.7	....	....	10.5
R	6	....	....	33.3	33.3	....	33.3
O	4	....	75.	25.			
T	4	....	100.				
B	69	4.3	26.1	33.4	....	4.3	31.9
Total.....	120	5.9	30.2	36.7	1.8	2.6	22.8
1920							
C	56	5.4	12.5	69.4	....	....	12.7
O	16	....	37.5	43.8	....	....	18.7
T	4	....	....	50.	....	....	50.
E	4	....	100.				
G	13	....	7.7	30.4	....	15.4	46.5
U	15	....	20.	60.	....	....	20.
B	21	....	47.7	47.7	....	....	4.6
Total.....	131	2.3	25.2	54.2	....	1.5	16.8

Approximately one-third of the two-year graduates for each of the three years studied entered such village schools. There is a decrease in 1920 of nearly eight percent as compared with 1915. (Table 1.)

Three-year Curricula

A somewhat larger proportion (42.4 percent) of the graduates of three-year curricula entered the village schools in 1910. In 1915 the proportion decreased to 30.2 percent, and in 1920 to 25.2 percent. (Table 2.)

Four-year Curricula

More four-year graduates entered village schools in 1920 than in either 1915 or 1910. While the increase is small the tendency is evident for the village schools to seek the graduates of these curricula.

MALE GRADUATES

In 1910 and 1915 the village schools received the services of more than 40 percent of the male graduates from the two-year curricula. In 1920 this had decreased to 27 percent. (Table 5.) There is an increase from 9.6 percent in 1910 to 31.3 percent in 1920 among the male graduates from the four-year curricula entering village schools. (Table 7.)

CITY SCHOOLS

A city school, as used in this study, is one having a superintendent and is located in a city of over one thousand inhabitants.

While the rural schools have lost in the proportion of two-year graduates entering the service and the village schools have hardly held their own, the city schools have made a steady gain. More than one-half of the output of the two-year curricula go directly into the city schools. These figures hold true for all curricula offered. The number of male graduates for 1920 entering city schools is 50 percent greater than in 1910. (Figure 1.)

PRIVATE SCHOOLS

The number of graduates going directly into private schools is so small that it can have no effect on the number going elsewhere. Approximately one-fourth of one percent of the entire output of all curricula for the three years enter private schools. (Figure 1.)

Output of Schools for Teachers

TABLE 3.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE FOUR-YEAR CURRICULA AS TO SCHOOLS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	1910						1915						1920							
	Number of Graduates	Rural	Village	City	Normal or College	Not Teaching	Number of Graduates	Rural	Village	City	Normal or College	Not Teaching	Number of Graduates	Rural	Village	City	Private	Parochial	Normal or College	Not Teaching
C	11	...	36.4	45.5	...	18.1	13	..	61.5	15.4	....	23.1	33	...	24.3	57.6	...	..	....	18.1
O	1	...	100.	...	...	...	5	...	40.	20.	20.	20.	68	...	39.2	29.	4.3	..	10.2	17.3
R	22	...	9.1	63.7	9.1	18.1	47	2.1	36.2	19.2	8.4	34.1	106	1.8	32.1	36.8	...	..	4.7	24.6
N	68	1.4	25.	32.4	1.4	39.8	61	..	47.6	37.6	1.6	13.2	38	...	32.1	87.	...	..	2.6	7.8
P	26	...	...	96.2	...	3.8	67	...	...	83.6	...	16.4	152	...	61.2	26.3	.6	..	...	11.3
V	43	...	14.	46.6	4.7	34.7	81	1.2	58.1	26.	1.2	13.5	143	...	4.	96.	...	...	22.2	11.1
G	...	...	...	...	...	...	6	...	16.6	83.4	...	15.5	2	...	...	100.	...	...	...	...
B	...	...	...	...	...	...	58	...	8.6	67.3	8.6	...	9	...	22.2	44.5	..	...	...	...
K	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
W	...	...	...	...	...	...	...	...	...	...	...	...	...	...	31.	53.3	.7	.1	2.7	11.8
Total.....	171	.6	17.6	50.3	2.9	28.6	338	.6	32.3	46.2	3.5	17.4	551	.4	31.	53.3	.7	.1	2.7	11.8

TABLE 4.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE FIVE-YEAR CURRICULA AS TO SCHOOLS ENTERED
THE FIRST YEAR AFTER GRADUATION

Institutions	Number of Graduates	City	Normal or College	Not Teaching	Number of Graduates	Village	City	Parochial	Normal or College	Not Teaching	Number of Graduates	Village	City	Normal or College	Not Teaching	Number of Graduates	Village	City	Normal or College	Not Teaching
V	9	11.1	22.2	66.6	21	23.9	52.4	9.5	9.5	4.7	25	4.2	75.	4.2	16.6	44	2.3	86.1	2.3	9.3
P	..	....	....	....	..	....	....	....	....	....	..	....	....	....	....	..	....	....	....	....
B	..	....	....	....	..	....	....	....	....	....	..	....	....	....	....	..	....	....	....	....
Total.....	..	....	....	....	..	....	....	....	....	....	..	....	....	....	....	..	....	....	....	....

TABLE 5.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES FROM THE TWO-YEAR CURRICULA AS TO SCHOOLS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	1910							1915							1920				
	Number of Graduates	Rural	Village	City	Parochial	Normal or College	Not Teaching	Number of Graduates	Rural	Village	City	Parochial	Normal or College	Not Teaching	Number of Graduates	Rural	Village	City	Not Teaching
J	9	33.	11.	.....	.....	.....	56.	11	36.3	36.3	18.2	.....	.....	9.2	4	.....	25.	50.	25.
G	..	.....	.....	.....	.....	.....	.....	2	.....	50.	.....	50.	.....	.....	2	.....	.....	50.	50.
M	25	40.	40.	8.	.....	4.	8.	6	16.6	66.6	.....	.....	.....	16.8	3	100.	.....	.....	.....
O	15	46.6	53.4	.....	.....	.....	.....	27	18.7	66.7	11.2	.....	.....	3.4	16	6.1	56.3	18.8	18.8
R	10	.....	50.	20.	.....	10.	20.	10	.....	70.	10.	.....	.....	20.	5	.....	40.	20.	40.
T	4	.....	75.	25.	.....	.....	.....	8	.....	75.	12.5	.....	.....	12.5	4	.....	100.	.....	.....
U	20	15.	50.	25.	5.	.....	5.	58	31.1	25.9	22.5	.....	.....	20.5	21	9.5	47.7	42.9	.....
W	19	.....	47.4	31.6	.....	.....	21.	55	3.6	40.	34.6	1.8	3.6	16.4	83	.....	15.6	35.	49.4
Y	11	18.2	18.2	9.	.....	.....	54.6	11	45.4	36.3	9.1	.....	.....	9.1	11	9.	18.2	18.2	54.4
X	14	.....	42.9	21.5	.....	.....	35.6	27	7.4	51.9	11.2	.....	.....	29.5	14	.....	21.5	35.8	42.7
Total.....	127	19.7	42.5	15.8	.8	1.6	19.6	215	17.2	44.2	20.	.8	.9	16.8	163	4.3	27.	32.	36.7

PAROCHIAL SCHOOLS

There is no evidence that the output of public teacher-training institutions are entering parochial schools. Only three of the 5900 two-year graduates for the three years studied entered the service of church schools immediately after graduation. Not a single one from the three-year and four-year curricula entered this type of school. (Figure 1.)

NORMAL SCHOOL AND COLLEGE

A very few go directly into normal school or college work. One from the two-year curricula for the three years studied entered a normal school as an assistant critic. Approximately three percent of the graduates of the four-year curricula go directly into some type of work in higher institutions. (Tables 1, 2, 3, 4.)

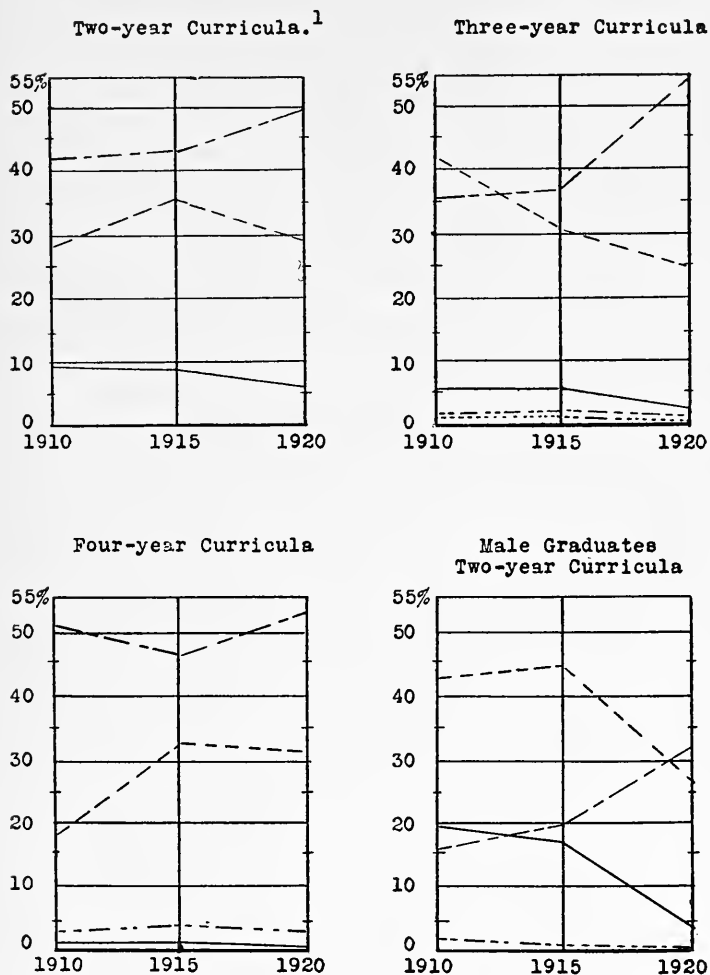
TABLE 6.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES FROM THE THREE-YEAR CURRICULA AS TO SCHOOLS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	1910				1915		1920			
	Number of Graduates	Village	City	Not Teaching	Number of Graduates	Village	Number of Graduates	Village	City	Not Teaching
C R O T U	1	....	....	100.	1	100.	2	....	100.	
	11	54.6	27.3	18.1						
	..	....	....	....	1	100.	6	66.6	33.3	
	..	....	....	....	..	....	2	....	50.	50.
	..	....	....	....	..	....	3	33.3	33.3	33.3
Total.....	12	50.	25.	25.	2	100.	13	38.5	46.2	15.3

TABLE 7.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES FROM THE FOUR-YEAR CURRICULA AS TO SCHOOLS ENTERED THE FIRST YEAR AFTER GRADUATION.

Institutions	1910							1915							1920				
	Number of Graduates	Rural	Village	City	Parochial	Not Teaching	Number of Graduates	Village	City	Normal or College	School for Blind	Not Teaching	Number of Graduates	Village	City	Private	Normal or College	Not Teaching	
C	2	...	...	...	...	100.	6	66.6	...	...	...	33.3	15	46.7	26.6	...	...	26.6
R	7	...	...	71.6	14.2	14.2	16	43.8	6.2	...	6.2	43.8	17	23.6	47.1	...	...	29.3
O	1	...	100.	...	...	...	3	...	33.3	33.3	...	33.3	8	12.5	25.	...	37.5	25.
N	6	16.6	16.6	16.6	...	50.	7	42.9	28.5	...	...	28.5	1	...	100.	...	...	...
P	2	...	...	100.	...	...	6	...	83.4	...	...	16.6	19	36.9	36.9	5.3	...	20.9
V	3	...	...	33.3	...	66.6	12	25.	41.7	16.6	...	16.6	4	25.	75.	...	...	...
W	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total.....	21	4.8	9.6	42.9	4.8	37.9	50	34.	28.	6.	2.	30.	64	31.3	39.1	1.6	4.7	23.3	

Figure 1.
THE PROPORTION OF GRADUATES ENTERING DIFFERENT TYPES
OF SCHOOLS FROM VARIOUS CURRICULA.
1910 - 1915 - 1920.



Rural—— Village--- City---- Private-----
Normal School or College-----

1- Negligible percent for other types of schools.

Figure 2.

THE DISTRIBUTION OF GRADUATES FROM THE TWO-YEAR CURRICULA OF SPECIFIC INSTITUTIONS AS TO DIFFERENT TYPES OF FIRST SERVICE.

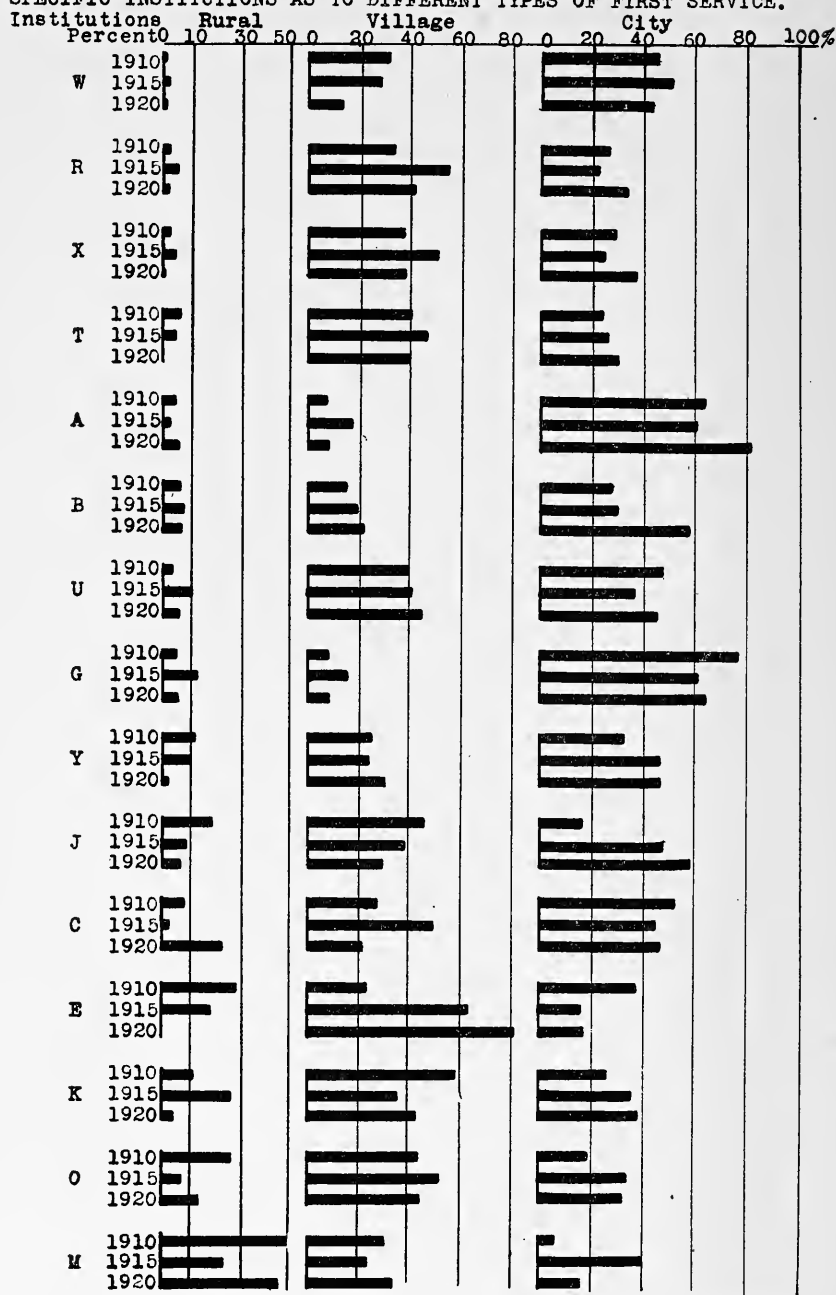
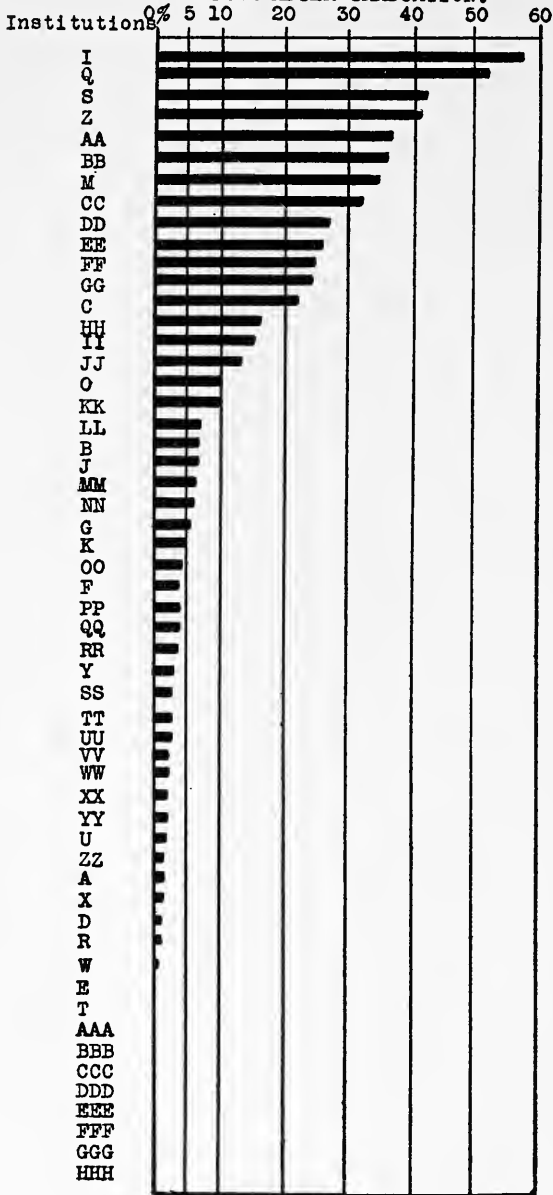


TABLE 8.—THE GRADUATES FROM THE TWO-YEAR CURRICULA FOR 1920 WHO ENTERED ONE-ROOM RURAL SCHOOLS

Institutions	Number of Graduates	Number Entering One-room Rural Schools	Percent
I	28	16	57.
Q	27	14	51.9
S	76	32	42.1
Z	39	16	41.
AA	54	20	37.
BB	41	15	36.5
M	31	11	35.5
CC	90	29	32.2
DD	66	18	27.2
EE	65	17	26.1
FF	146	37	25.3
GG	24	6	25.
C	117	27	23.
HH	72	12	16.6
II	64	10	15.6
JJ	43	6	14.
O	96	12	12.5
KK	48	5	10.4
LL	270	21	7.7
B	260	20	7.7
J	121	9	7.4
MM	91	6	6.6
NN	112	7	6.2
G	144	9	6.2
K	122	6	5.
OO	276	13	4.7
F	53	2	4.
PP	256	10	4.
QQ	52	2	4.
RR	113	4	3.5
Y	66	2	3.4
SS	125	4	3.2
TT	154	5	3.2
UU	32	1	3.1
VV	70	2	2.8
WW	152	4	2.6
XX	76	2	2.6
YY	40	1	2.5
U	93	1	1.8
ZZ	57	1	1.7
A	72	1	1.4
X	80	1	1.2
D	83	1	1.2
R	263	3	1.1
W	324	3	.9
E	33	0	0
T	121	0	0
AAA	125	0	0
BBB	49	0	0
CCC	19	0	0
DDD	5	0	0
EEE	193	0	0
FFF	17	0	0
GGG	144	0	0
HHH	134	0	0
Total.....	5524	444	8.

Figure 3.
THE PROPORTION OF THE GRADUATES OF 1920 FROM THE TWO-YEAR CURRICULA WHO ENTERED ONE-ROOM RURAL SCHOOLS THE FIRST YEAR AFTER GRADUATION.



THE PROPORTIONS IN WHICH GRADUATES ENTER SUPERVISED
AND UNSUPERVISED SCHOOLS

SUPERVISED

A supervised school is defined as one having a superintendent who spends the major part of his time in supervising the work of his teachers, or where there are supervisors of special subjects. The schools in charge of a county superintendent without special supervisors was not considered as belonging to this class.

The proportions going into supervised schools remain nearly constant for the periods studied. There is a slight increase in 1920 for the graduates from the two-year curricula and a small decrease for those completing the four-year curricula. There has come into practice in Rhode Island, Massachusetts, and New Jersey during the past few years a system of supervision of all schools below the city type that has made it possible to classify these schools as supervised. (Tables 9, 10, 11, 12) (Figure 4).

TABLE 9.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE
TWO-YEAR CURRICULA AS TO SUPERVISED AND UNSUPERVISED SCHOOLS
ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	1910			1915			1920		
	Number Teaching	Supervised	Unsuper- vised	Number Teaching	Supervised	Unsuper- vised	Number Teaching	Supervised	Unsuper- vised
A	109	94.5	5.5	163	97.	3.	71	93.	7.
C	47	95.9	4.1	92	95.7	4.3	108	73.2	26.8
E	54	42.7	57.3	36	16.6	83.4	32	18.7	81.3
G	211	83.4	16.6	257	66.	24.	120	81.7	18.3
J	97	21.7	78.3	212	51.	49.	115	62.6	37.4
K	76	27.7	72.3	115	37.4	62.6	113	47.7	52.3
M	45	11.	89.	31	45.2	54.8	31	13.	87.
O	51	25.5	74.5	114	36.8	63.2	89	38.2	61.8
R	119	42.	58.	224	29.	71.	214	43.9	56.1
T	36	33.3	66.6	104	35.5	64.5	105	43.8	56.2
U	119	52.1	47.9	216	42.1	57.9	92	46.8	53.2
W	96	58.4	41.6	200	65.	35.	195	72.1	27.9
Y	40	47.5	52.5	44	57.	43.	55	61.9	38.1
X	50	42.	58.	118	31.3	68.7	63	47.5	52.5
B	151	56.3	43.7	163	53.1	46.9	238	65.6	34.4
D	....	....	....	....	....	....	79	83.6	16.4
F	....	....	....	....	....	....	47	85.2	14.8
Total.....	1300	54.8	45.2	2089	52.2	47.8	1767	60.2	39.8

UNSUPERVISED

An unsupervised school is defined as one that is visited or inspected only occasionally. Most rural and village schools come under this classification.

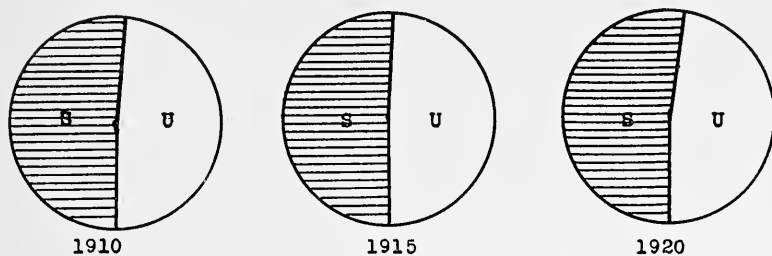
There is a small decrease in the number entering unsupervised schools of the graduates from the two-year and three-year curricula. The increase of the number going into unsupervised schools from the four-year curricula is due to the large number going into principalships of village and consolidated schools.

TABLE 10.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE TWO-YEAR CURRICULA AS TO SUPERVISED AND UNSUPERVISED SCHOOLS ENTERED THE FIRST YEAR AFTER GRADUATION

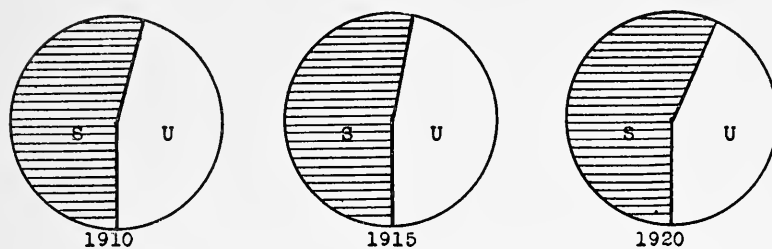
Institutions	1910			1915			1920		
	Number Teaching	Supervised	Unsuper-vised	Number Teaching	Supervised	Unsuper-vised	Number Teaching	Supervised	Unsuper-vised
C	16	93.8	6.2	34	88.3	11.7	49	92.	8.
R	32	43.8	56.2	4	100.				
O	..	....	....	4	25.	75.	13	54.	46.
T	..	....	....	4	....	100.	2	50.	50.
B	..	....	....	47	49.	51.	20	50.	50.
E	..	....	....	..	....	....	6	....	100.
G	..	....	....	..	....	....	7	86.	14.
U	..	....	....	..	....	....	13	77.	23.
Total.....	48	65.	35.	93	62.4	37.6	110	75.4	24.6

Figure 4.
THE PROPORTION OF THE GRADUATES FROM VARIOUS CURRICULA GOING INTO SUPERVISED AND UNSUPERVISED SCHOOLS.

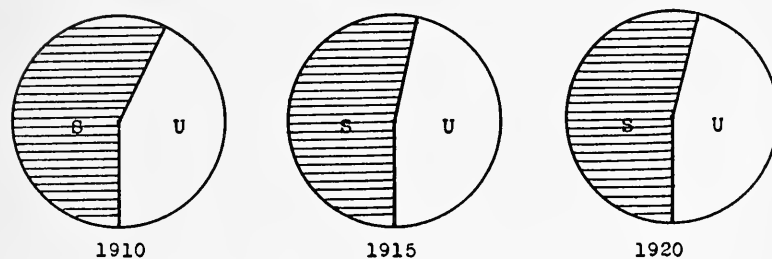
Two-year Curricula.



Three-year Curricula.



Four-year Curricula.



S = Supervised U = Unsupervised

TABLE 11.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE FOUR-YEAR CURRICULA AS TO SUPERVISED AND UNSUPERVISED SCHOOLS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	1910			1915			1920		
	Number Teaching	Supervised	Unsuper-vised	Number Teaching	Supervised	Unsuper-vised	Number Teaching	Supervised	Unsuper-vised
C	9	100.	....	10	100.				
O	1	....	100.	4	50.	50.	27	70.3	29.7
R	18	89.	11.	31	41.9	58.1	57	47.3	52.7
N	41	56.	44.	53	45.2	54.8	80	55.	45.
P	25	100.	....	56	100.	....	35	97.2	2.8
V	28	78.6	21.4	70	31.4	68.6	135	31.1	68.9
G	...	....	....	6	83.4	16.6			
B	...	....	....	49	89.8	10.2	143	95.8	4.2
K	...	....	....	...	....	....	2	100.	
W	...	....	....	...	....	....	8	75.	25.
Total.....	122	77.8	22.2	279	63.1	36.9	487	63.9	36.1

TABLE 12.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE FIVE-YEAR CURRICULA AS TO SUPERVISED AND UNSUPERVISED SCHOOLS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	1910			1915			1920		
	Number Teaching	Supervised	Unsuper-vised	Number Teaching	Supervised	Unsuper-vised	Number Teaching	Supervised	Unsuper-vised
V	3	100.	..	20	75.	25.			
P	..	....	..	..	...	...	25	95.	5.
B	..	....	..	..	...	...	19	100.	
Total.....	..	....	..	..	...	...	44	97.5	2.5

CHAPTER IV

THE SPECIFIC ADMINISTRATIVE, SUPERVISORY, AND TEACHING POSITIONS FILLED BY THE GRADUATES

ADMINISTRATIVE

Two-year Curricula

The number of graduates entering administrative positions the first year after graduation is very small. In 1910, of those teaching, 5.9 percent went into this type of service. These came from nine of the twenty-two schools studied. In 1915 the proportion decreased to 4.8 percent. These were from eleven schools. There is an increase in the number of schools sending their students into this kind of work for 1920, but the proportion drops to 2.9 percent. The majority of those entering this work become principals of village schools. Of the total number of graduates for the three years studied one percent became ward principals. (Table 13.)

Three-year and Four-year Curricula

Tables 14 and 15 show clearly that the graduates of these curricula do not enter, to any extent, administrative positions. Of those who do the majority become high school principals. There is a slight increase for the three years studied in the number entering this work from the four-year curricula, 11.7 percent in 1920 as compared with 7.3 percent in 1910.

MALE GRADUATES

Two-year Curricula

In 1910 nearly one half (49.1 percent) of the male graduates entered administrative work. In 1915 this percent dropped to 39.6. There is a further decrease to 28.4 percent in 1920. The village principalships for 1910 and 1915 received over 30 percent. In 1920 only 13.6 percent go into this particular type of administrative work. There is a small increase in the number going into superintendencies in 1920 as compared with the other two years studied. (Table 16.)

Four-year Curricula

Of the male graduates in 1910 from these curricula 38.5 percent entered administrative work: in 1915 the proportion increased to 51.6 percent: in 1920 it decreased to 35.1 percent. The majority go into superintendencies. (Table 17.)

SUPERVISORY

The number of graduates going directly into administrative work is small but the number entering supervisory work is still smaller. In 1910 less than one fourth of one percent of those completing the two-year curricula went into this type of service. This increased to one percent in 1915, and to three percent in 1920. Two thirds of these became supervisors of music. (Table 18.) The few from the four-year curricula going into this work became in most cases supervisors in the kindergarten or elementary grades. One graduate of the 8790 became a supervisor of penmanship. (Table 19.)

TEACHING POSITIONS

KINDERGARTEN

Two-year Curricula

The number going directly into kindergarten positions approximates for each of the three years studied two percent of those teaching. The number of schools sending kindergarten teachers into active work was smaller in 1920 than in either 1910 or 1915. The institutions sending out teachers for this type of service are located either in or in close proximity to large cities.

PRIMARY AND INTERMEDIATE

"Primary" grades were defined as grades one and two: "Intermediate" as grades three, four, five, and six. Of the two-year graduates who teach approximately 68 percent in 1910 entered these two fields of service. The same proportion holds for 1915: and in 1920 it had dropped to 62 percent. Nearly 31 percent entered the primary grades each year and the decrease in 1920 is a decrease in the number going into intermediate grade work. (Tables 20, 21, 22.)

GRAMMAR

The grammar grades were defined as seventh and eighth. It is apparent that normally about six percent of the graduates who teach have their first experience in these grades. This is the proportion for 1910 and 1920: in 1915 there was a slight increase. This may perhaps be compensated by the slight increase among those entering junior high schools in 1920. (Table 22.)

JUNIOR HIGH SCHOOL

In 1910 one institution sent graduates out to do junior high school work: in 1915 this number was increased to three: in 1920 there were eight schools some of whose graduates entered the junior high school service. The proportion is very small reaching only 2.1 percent in 1920. (Table 22.)

HIGH SCHOOL

The high schools are receiving as many of the two-year graduates as are the grammar grades: when those entering the special fields of manual training and household arts are included the total number going into secondary service are however, twice the number entering the upper grades of the elementary school. In 1920 nearly 13 percent engaged in some type of high school work. This is a marked increase over 1910 when the proportion was only 6.3 percent. (Tables 20, 21, 22.) A few of the two-year graduates enter the special fields of manual training, household arts, agriculture, etc.

RURAL—ALL GRADES

The teacher who teaches in a one-room rural school has been classified as teaching all grades. There were 7.8 percent in 1910 entering this type of service. In 1915 the proportion was only 6.5 percent and in 1920 it had decreased to 4.5 percent. (Tables 20, 21, 22.)

Three-year Curricula

In 1910 of the graduates teaching 39.7 percent went into work below the high school. This proportion was increased to 56.2 percent in 1915, but fell in 1920 to 40.2 percent. For the three years studied about 33 percent went into high school work. The primary and intermediate grades received nearly as large a proportion. (Table 23.)

Four-year Curricula

More than 70 percent of the four-year graduates in 1920 entered some type of high-school work. This proportion is a little higher than in 1910 and considerably higher than in 1915. There was a marked decrease in the number entering the elementary-grade work from 1910 to 1920. (Table 24.)

MALE GRADUATES

Two-year Curricula

Two of the male graduates from the two-year curricula went into work below the grammar grades. In 1910, of those teaching, 21.8 percent enter high-school work. In 1920 this proportion increased to 63.2 percent. Those going into the special field of manual training has increased from 9 percent in 1910 to 44.7 percent in 1920. There had been a decrease of those entering rural work (one-room) from 21.6 percent in 1910 to 3 percent in 1920. (Table 25.)

Four-year Curricula

It is significant that the graduates of the four-year curricula enter only the academic high-school work or the work of the grammar grades. In 1910 the grammar grades received 10.6 percent but in 1920 only 3.2 percent of these graduates. In 1910 the high schools received 26.4 percent and in 1920 34.4 percent. (Table 26.)

TABLE 13.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE TWO-YEAR CURRICULA AS TO ADMINISTRATIVE POSITIONS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	1910						1915						1920						
	Number	Super- Intendent	Principal	High School Principal	Ward Principal	County Super- Intendent	Number	Super- Intendent	Principal	High School Principal	Ward Principal	County Super- Intendent	Number	Teaching	Super- Intendent	Principal	High School Principal	Ward Principal	Attendance Officer
A	109	...	...	...	...	..	163	...	.6	...	...	...	71	...	...	4.2	...	...	...
C	47	...	...	...	...	..	92	...	...	...	...	...	108	...	...	...	...	1.6	...
E	53	...	...	...	...	..	36	...	...	...	...	...	32	...	...	...	...	...	...
G	211	...	...	...	...	..	257	...	.4	...	...	...	120	...	...	.8	...	...	...
J	97	...	...	...	...	..	212	...	...	...	.4	...	115	...	...	...	...	...	...
K	76	...	...	...	...	..	115	...	...	...	...	...	113	...	...	.8	...	...	...
M	45	...	13.4	2.2	2.2	..	31	...	16.2	...	3.3	...	31	...	...	6.6	...	...	...
O	51	...	15.7	...	...	..	114	...	17.6	...	...	...	89	...	1.1	4.5	1.1	1.1	...
R	119	.8	3.3	...	...	..	224	.9	3.1	...	...	...	214	...	.5	...	.5	.5	...
T	36	...	2.7	...	...	..	104	...	3.9	...	...	...	105	...	...	2.8	...	...	...
U	119	...	5.8	.8	3.3	.8	216	...	11.6	.9	...	...	92	...	...	6.6	1.1	...	...
W	96	4.1	3.1	...	...	..	200	1.5	.5	.5	.5	.5	195	2.1	...	1.	.5	...	1.6
Y	40	2.5	10.	...	2.5	..	44	...	2.2	...	...	...	55	1.9	1.9	1.9	...	1.9	...
X	50	...	4.	10.	2.	..	118	2.	9.4	3.	2.	...	63	1.6	...	2.1	...	1.7	...
B	151	2.	13.3	...	...	.6	163	...	3.1	...	1.2	...	238	...	...	...	...	...	...
D	.....	...	.....	.....	.....	..	.....	...	.....	.....	.....	...	79	...	...	2.2	...	...	...
F	.....	...	.....	.....	.....	..	.....	...	.....	.....	.....	...	47	...	...	...	...	...	...
Total.....	1300	.6	4.2	.5	.5	.1	2089	.3	3.8	.3	.3	.05	1770	.4	1.6	.2	.5	.17	...

TABLE 14.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE THREE-YEAR CURRICULA AS TO ADMINISTRATIVE POSITIONS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	1910			1915			1920					
	Number Teaching	Super- Intendent	Principal	Number Teaching	Super- Intendent	Principal	Number Teaching	Super- Intendent	Principal	High School Principal	Ward Principal	County Super- Intendent
C	16	....	....	34	...	3.	49	15.4	...	15.4		
R	32	12.5	15.7	4	...	25.	13	...	...	50.	3.8	3.8
O	..	....	....	4	...	....	2	...	7.7	11.6		
T	..	....	....	47	2.1	8.5	26	3.8	...			
B	..	....	....	..	...	....	6	...	7.7			
E	..	....	....	..	...	....	7	....	7.7			
U	..	....	....	..	...	....	13	...	2.7	7.7		
Total.....	..	....	....	93	.8	6.4	110	2.7	2.7	9.1	.9	.9

TABLE 15.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE FOUR-YEAR CURRICULA AS TO ADMINISTRATIVE POSITIONS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	1910					1915					1920				
	Number Teaching	Super-Intendent	Principal	High School Principal	Ward Principal	Number Teaching	Super-Intendent	Principal	High School Principal	Ward Principal	Number Teaching	Super-Intendent	Principal	High School Principal	Ward Principal
C	9	...	...	22.3	...	10	...	40.	...	...	27	7.5	11.2	11.2	...
O	1	...	100.	...	...	4	...	...	...	...	57	8.7	7.	3.5	...
R	18	11.2	...	11.2	...	31	19.4	9.7	...	...	80	1.3	...	...	...
N	41	2.4	...	...	...	53	3.8	1.9	1.9	...	35	...	...	...	...
P	25	...	...	...	...	56	...	...	...	...	135	...	...	...	...
V	28	...	...	...	3.5	70	...	1.4	...	1.4	...	...	...	...	...
G	...	...	...	...	...	6	...	...	...	...	143	3.5	4.7	8.4	7.
B	...	...	...	...	...	49	10.3	10.3	...	...	2	12.5	...	...	...
K	...	...	...	...	...	...	...	...	...	...	8	...	...	...	...
W	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total.....	122	2.4	.8	3.3	.8	279	4.6	5.	.	.3	487	2.8	3.4	3.4	2.1

Output of Schools for Teachers

TABLE 16.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES FROM THE TWO-YEAR CURRICULA AS TO ADMINISTRATIVE POSITIONS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	1910						1915						1920					
	Number Teaching	Superintendent	Principal	High School Principal	Ward Principal	County Superintendent	Number Teaching	Superintendent	Principal	High School Principal	Ward Principal	County Superintendent	Number Teaching	Superintendent	Principal	High School Principal	Ward Principal	Attendance Officer
J	4	....	25.	....	....	....	10	....	....	....	....	....	3	....	33.3	...	66.6	
M	23	....	25.	4.3	4.3	....	5	....	80.	....	....	....	3	....	33.3	7.7	7.7	
O	15	....	53.4	....	....	....	26	....	57.7	3.9	....	....	13	7.7	30.4	7.7	....
R	8	12.5	50.	....	....	....	8	25.	37.5	....	....	....	3	33.3	75.	....	....
T	4	....	25.	....	....	....	7	....	57.2	....	....	....	4	....	9.6	4.8	....
U	19	....	33.3	5.7	16.6	5.5	46	....	43.5	4.4	....	....	21	....	4.8	2.4	....
W	15	28.6	20.	....	....	....	46	6.6	2.2	2.2	....	2.2	42	9.6	4.8	4.8	....
Y	5	....	40.	....	....	....	10	....	10.	....	....	....	5	....	20.	....	....
X	9	....	22.3	44.5	11.1	....	19	10.6	42.2	5.3	....	....	8	12.5	....	....	....	4.8
Total.....	102	4.9	32.4	5.9	4.9	1.	179	3.9	31.9	2.8	.5	.5	103	6.8	13.6	3.	3.	2.

TABLE 17.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES FROM THE FOUR-YEAR CURRICULA AS TO ADMINISTRATIVE POSITIONS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	1910					1915					1920				
	Number	Super-Intendent	Principal	High School Principal	Dean	Number	Super-Intendent	Principal	High School Principal	Dean	Number	Super-Intendent	Principal	High School Principal	Attendance Officer
C	..	33.3	....	....	....	4	55.5	100.	....	....	11	45.4	25.	25.	25.
R	6	33.3	100.	....	....	9	40.	22.2	100.	....	12	16.6	25.	25.	25.
O	1	33.3	....	....	....	2	....	....	....	....	6	16.6	....	....	....
N	3	....	....	....	....	5	....	20.	....	....	1	....	6.7	....	....
P	2	....	....	....	....	5	....	10.	....	10.	15	25.	....	....	....
V	1	....	....	....	....	10	....	....	....	....	4	....	....	....	....
W	..	....	....	....	....	..	....	....	....	....	49	18.4	8.4	6.2	2.1
Total.....	13	23.1	7.7	7.7	2.9	35	20.	22.9	5.8	2.9	49	18.4	8.4	6.2	2.1

Output of Schools for Teachers

TABLE 18.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE TWO-YEAR CURRICULA AS TO SUPERVISORY POSITIONS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	1910						1915				1920				
	Number Teaching	Kinder- garten	Elementary Grades	Music	Drawing	Reading	Number Teaching	Kinder- garten	Music	Drawing	Number Teaching	Kinder- garten	Elementary Grades	Music	Drawing
A	109	...	...	...	...	...	163	...	...	...	71	...	...	...	...
C	47	...	...	...	...	...	92	...	...	...	108	...	...	...	...
E	53	...	3.7	...	...	...	36	...	...	...	32	...	...	...	...
G	211	...	.9	...	...	...	257	...	...	...	120	...	...	...	...
J	97	...	...	...	...	...	212	...	...	...	115	...	...	...	...
K	76	...	...	...	...	...	115	...	.8	...	113	...	...	...	...
M	45	...	...	...	...	...	31	...	...	...	31	...	...	...	...
O	51	...	...	1.9	...	...	114	...	.8	...	89	...	...	...	...
R	119	.8	...	4.2	4.2	...	224	...	4.5	.4	214	...	...	5.4	.4
T	36	...	...	...	...	...	104	...	...	...	105	...	...	...	...
U	119	...	.8	...	...	...	216	...	...	...	92	...	...	...	...
W	96	...	...	2.1	3.2	...	200	...	5.	1.3	195	...	...	4.1	2.1
Y	40	...	...	...	...	...	44	...	...	...	55	...	1.8	...	...
X	50	...	...	...	...	...	118	...	...	...	63	...	...	6.3	...
B	151	1.3	2.	1.3	2.	1.3	163	.6	.6	...	238	.8	...	1.2	2.9
D	....	....	....	....	....	....	....	....	....	....	79	....	....	....	1.2
F	....	....	....	....	....	....	....	....	....	....	47	....	....	....	....
Total.....	1300	.02	.06	.07	.08	.01	2089	.004	1.	.02	1770	.01	.005	2.	1.

TABLE 19.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE FOUR-YEAR CURRICULA AS TO SUPERVISORY POSITIONS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	1910		1915					1920				
	Number Teaching	Elementary Grades	Number Teaching	Kindergarten	Elementary Grades	Music	Drawing	Number Teaching	Elementary Grades	Music	Drawing	Penmanship
V	28	7.1	70	...	...	1.4						
P	..	...	56	...	...	...	5.3					
B	..	...	49	2.	2.	2.	2.					
O	..	...	...	...	...	...	...	27	..	3.7		
R	..	...	...	...	...	...	...	57	..	3.5	....	1.8
W	..	...	...	...	...	...	...	8	..	...	12.5	
Total.....	28	7.1	175	.5	.5	1.	2.	92	..	3.2	1.1	1.1

Figure 5.

THE PROPORTION OF THE GRADUATES FROM VARIOUS CURRICULA
ENTERING ADMINISTRATIVE POSITIONS.

Two-year Curricula.

1910 - 5.9%
1915 - 4.8%
1920 - 2.9%

Four-year Curricula.

1910 - 7.3%
1915 - 10.2%
1920 - 11.7%

Male Graduates

Two-year Curricula.

1910 - 49.1%
1915 - 39.6%
1920 - 28.4%

Four-year Curricula.

1910 - 38.5%
1915 - 51.6%
1920 - 35.1%

Figure 6.

THE PROPORTION OF THE GRADUATES FROM THE VARIOUS CURRICULA
ENTERING SUPERVISORY POSITIONS.

Two-year Curricula.

1910 - .24%
1915 - 1.04%
1920 - 3.03%

Four-year Curricula.

1910 - 7.1%
1915 - 4.1%
1920 - 5.4%

TABLE 20.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE TWO-YEAR CURRICULA AS TO TEACHING POSITIONS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	Number Teaching	Kindergarten	Primary	Intermediate 3-4-5-6	Grammar 7-8	Junior High School	High School	Manual Training	Household Arts	Special Classes	Foreign Service	Rural All Grades
[1910												
A	109	10.1	43.2	44.1	1.	....	....	...	....	....	....	1.6
C	47	....	25.6	42.6	19.2	....	....	2.1	....	....	....	10.5
E	53	....	32.	26.5	7.5	....	....	...	....	....	....	30.
G¢	211	2.8	43.1	41.2	2.4	....	.5	1.5	....	.5	....	7.5
J@	97	....	....	....	....	....	....	....	....	....	....	22.7
K	76	1.3	36.6	34.1	13.3	....	1.3	...	....	....	....	13.3
M	45	....	2.3	8.9	....	....	15.6	...	....	....	....	55.6
O	51	....	7.9	11.8	21.6	....	9.9	...	2.	....	.2	27.5
R	119	9.3	39.5	16.8	3.4	....	7.6	.8	4.	.8	....	4.
T	36	....	27.8	27.8	25.	....	5.4	2.7	....	....	....	8.1
U	119	.8	11.8	49.6	10.1	....	12.6	2.4	....	....	....	.8
W	96	13.6	16.7	16.7	11.5	....	10.5	5.3	12.5	....	....	1.1
Y	40	....	12.5	45.	12.5	....	....	...	....	....	....	17.5
X	50	....	26.	36.	8.	....	10.	...	....	....	....	4.
B	151	1.9	13.3	32.5	12.6	1.9	11.9	6.	2.7	....	....	9.3
H#	461	.4	49.7	49.9	....	....	....	....	....	....	....	....
L	100	....	36.	54.	9.	....	....	...	....	1.	....	....
Total.....	1861	2.6	31.7	36.5	5.9	.17	3.9	1.2	1.2	.17	.05	7.8

An approximately equal number go into the primary and intermediate grades. For statistical purposes the number was divided equally.

¢ Teaching position unknown for 1.

@ Teaching positions unknown for 75.

TABLE 21.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE TWO-YEAR CURRICULA AS TO TEACHING POSITIONS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	Number Teaching	Kindergarten	Primary	Intermediate 3-4-5-6	Grammar 7-8	Junior High School	High School	Manual Training	Household Arts	Commercial	Physical Education	Special Classes	Rural All grades
1915	163	3.1	36.2	57.1	3.7	...	...	...	...	...	...	1.1	3.3
A	92	...	39.2	43.5	13.1	...	...	...	...	...	...	...	19.1
C	36	...	28.	22.3	30.6	...	...	...	...	...	...	...	14.8
E	257	3.1	33.5	43.2	3.1	...	...	...	.4	...	...	2.	10.
G	212	...	36.8	42.	10.9	...	...	...	...	...	...	...	...
J	115	.9	34.8	14.8	8.1	...	...	...	...	...	...	...	...
K	31	...	16.2	22.6	13.	...	13.1	...	...	...	...	...	27.9
M	114	...	18.5	13.2	22.8	...	3.2	...	...	...	...	...	25.6
O	224	4.9	42.	13.8	4.5	...	13.2	1.8	2.7	...	...	...	9.7
R	104	...	27.	36.6	20.2	...	1.3	1.3	17.9	1.3	...	...	3.6
T	216	...	24.5	31.5	13.	...	2.	2.	...	...	...	...	5.8
U	200	3.5	17.	17.5	16.5	...	7.4	7.9	...	.5	.5	1.	1.5
W	44	...	18.2	45.5	9.1	...	15.5	12.	...	2.	2.	.5	3.5
Y	118	.8	12.7	31.4	7.9	...	11.4	...	...	...	...	...	13.7
X	163	2.5	18.4	40.	6.1	1.6	19.5	.8	4.	...	...	...	5.6
B	445	3.6	48.1	48.3	6.1	1.7	8.	2.5	2.5	...	...	...	6.8
H#	70	...	38.6	57.2	4.2	...	...	...	...	...	...	...	...
L	...	...	...	...	...	...	...	...	...	...	...	...	...
Total.....	2604	2.	32.3	35.7	8.3	.26	4.8	2.	2.	.3	.15	.35	6.5

Number equally divided between primary and intermediate grades.

TABLE 22.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE TWO-YEAR CURRICULA AS TO TEACHING POSITIONS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	Number Teaching	Kindergarten	Primary	Intermediate 3-4-5-6	Grammar 7-8	Junior High School	High School	Manual Training	Household Arts	Agriculture	Commercial	Physical Education	Special Classes	Foreign Service	Rural All Grades
1920	71	5.7	22.6	60.6	7.1	...	...	...	...	...	...	...	...	...	25.
A	108	...	30.6	37.1	7.4	...	...	...	...	...	...	...	...	...	7.2
C	32	...	40.7	28.2	31.3	...	...	...	...	...	...	...	...	...	8.1
E	120	6.7	35.	44.2	1.6	...	...	.8	3.6	...	9.	...	.4	...	5.4
G	115	...	30.5	32.2	9.6	...	...	.9	5.4	...	...	...	...	...	35.5
J	113	...	41.6	16.	5.4	...	...	...	...	...	...	...	...	...	13.5
K	31	...	13.	19.4	9.7	...	...	...	...	...	...	...	...	...	1.4
M	89	...	28.1	29.3	11.7	...	...	...	2.6	1.3	...	...	...	...	...
O	214	7.4	37.8	29.	1.4	...	...	2.4	5.1	...	3.8	1.9	...	...	...
R	105	...	32.4	51.5	10.5	...	...	.9	...	...	...	...	...	.9	...
T	92	...	27.2	30.5	9.8	2.2	1.1	19.6	...	...	...	...	1.1	...	1.1
U	195	...	15.4	19.5	2.1	12.9	16.9	9.2	4.2	...	5.7	3.6	...	...	.5
W	55	...	16.4	34.6	11.	3.7	14.6	7.3	1.9	...	...	...	...	...	3.7
Y	63	1.5	15.	18.	3.	1.5	43.	1.5	1.5	...	3.	...	...	...	1.5
X	238	1.3	16.8	8.4	6.3	3.7	2.1	1.6	1.6	...	1.6	1.3	...	...	4.2
B ¹	79	...	35.5	20.6	17.8	...	...	14.	...	...	...	...	...	...	1.2
D	47	...	32.	21.3	21.3	4.3	...	...	...	...	...	...	...	...	...
F	237	2.5	48.5	48.	...	...	...	...	...	...	...	...	...	...	...
H [#]	103	6.8	28.2	55.4	7.8	...	...	...	...	...	...	...	...	...	4.3
L	2107	2.1	30.3	31.8	5.9	2.1	5.5	3.1	1.8	.05	1.8	.6	.5	.05	4.5
Total.....	2107	2.1	30.3	31.8	5.9	2.1	5.5	3.1	1.8	.05	1.8	.6	.5	.05	4.5

Number equally divided between primary and intermediate grades.

¹ Teaching positions not given for 97.

Output of Schools for Teachers

TABLE 23.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE THREE-YEAR CURRICULA AS TO TEACHING POSITIONS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	Number Teaching	Kindergarten	Primary	Intermediate 3-4-5-6	Grammar 7-8	Junior High School	High School	Manual Training	Household Arts	Commercial	Physical Education	Rural All Grades
1910												
C	16	...	34.7	25.	18.8	....	....	....	....	....	....	18.8
R	32	...	6.3	6.3	6.3	....	34.4	6.3	....	....	12.5	
Total.....	48	...	16.7	12.5	10.5	....	23.	4.2	....	....	8.4	6.3
1915												
C	34	...	53.	11.8	17.7	....	3.	....	....	....	....	11.8
R	4	...	....	....	....	....	....	....	....	....	100.	
O	4	...	....	....	....	....	75.	....	25.	....	
T	4	...	....	....	....	....	....	....	100.	....	
B	47	4.3	12.6	34.1	....	....	21.3	6.3	4.3	....	2.1	2.1
Total.....	93	2.3	25.9	21.6	6.5	....	15.1	3.3	7.6	....	5.4	5.4
1920												
C	49	4.1	18.4	36.8	24.5	8.2	....	....	....	....	....	6.2
O	13	...	....	....	7.7	....	38.5	7.7	7.7	7.7	....
T	2	...	....	....	....	....	....	....	50.	....	
B	20	...	5.	....	....	....	....	10.	....	....
E	6	...	....	....	....	....	....	....	66.6	33.3		
G	7	...	14.3	....	....	....	....	....	28.6	57.2		
U	13	...	....	....	....	15.4	69.3	....	....	....
Total.....	110	1.9	10.	16.4	11.9	5.5	12.8	2.8	7.3	6.4	....	2.8

TABLE 24.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE FOUR-YEAR CURRICULA AS TO TEACHING POSITIONS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	Number Teaching	Kindergarten	Primary	Intermediate 3-4-5-6	Grammar 7-8	Junior High School	High School	Manual Training	Household Arts	Commercial	Physical Education	Agriculture	Rural All Grades
1910													
C	9	...	22.3	11.1	22.3	...	11.1	...	...	11.1	...	...	...
O	1	...	...	5.6	5.6	...	56.	...	...	5.6	5.6	...	...
R	18	2.5	...	...	7.5	...	85.4	...	...	...	...	...	2.5
N	41	...	68.	20.	12.	...	85.8	...	...	...	...	...	...
P	25	...	...	...	...	...	...	...	...	...	...	...	...
V	28	...	...	3.6	...	...	...	...	...	...	...	...	...
Total	122	.9	15.6	6.6	8.1	...	65.6	...	...	1.9	.9	...	.9
1915													
C	10	...	10.	...	40.	...	10.	...	...	...	...	...	...
O	4	...	...	...	25.	...	75.	...	...	...	...	...	...
R	31	...	...	6.5	3.3	...	42.	...	13.	...	3.3	...	3.3
N	52	2.	25.	23.3	10.8	1.8	78.	...	14.	...	...	...	...
P	56	10.8	...	...	...	...	10.8	...	12.5	6.	...	...	...
V	70	...	1.5	4.5	6.	...	67.2	...	10.	...	...	...	1.5
G	6	...	...	50.	33.3	...	16.6	...	...	4.1	2.1	...	...
B	49	...	4.1	16.8	6.3	2.1	38.8	4.1	...	...	...	...	...
Total	278	2.5	6.4	10.4	7.5	.7	47.1	.7	9.	2.2	.7	...	.7
1920													
O	27	...	...	...	...	...	44.5	3.8	14.9	...	...	3.8	...
R	56	...	1.8	10.8	1.8	3.6	35.8	1.8	12.5	3.6	1.8	...	...
N	80	...	1.3	...	3.9	...	65.	1.3	18.8	2.6	...	3.9	1.3
P	38	15.8	2.7	55.3	2.7	...	...	...	8.1	...	8.1	...	...
V	135	...	...	...	...	...	90.6	...	...	...	...	...	...
B	143	...	14.	...	2.4	4.9	42.	...	2.8	1.6	1.6	...	...
K	2	...	...	1.4	...	...	100.	2.8	...	2.8	1.4	...	...
W	8	...	...	...	...	...	12.5	25.	12.5	...	...	...	...
Total	489	1.6	4.7	6.1	2.	1.8	55.2	2.2	7.1	.8	2.	1.6	.1

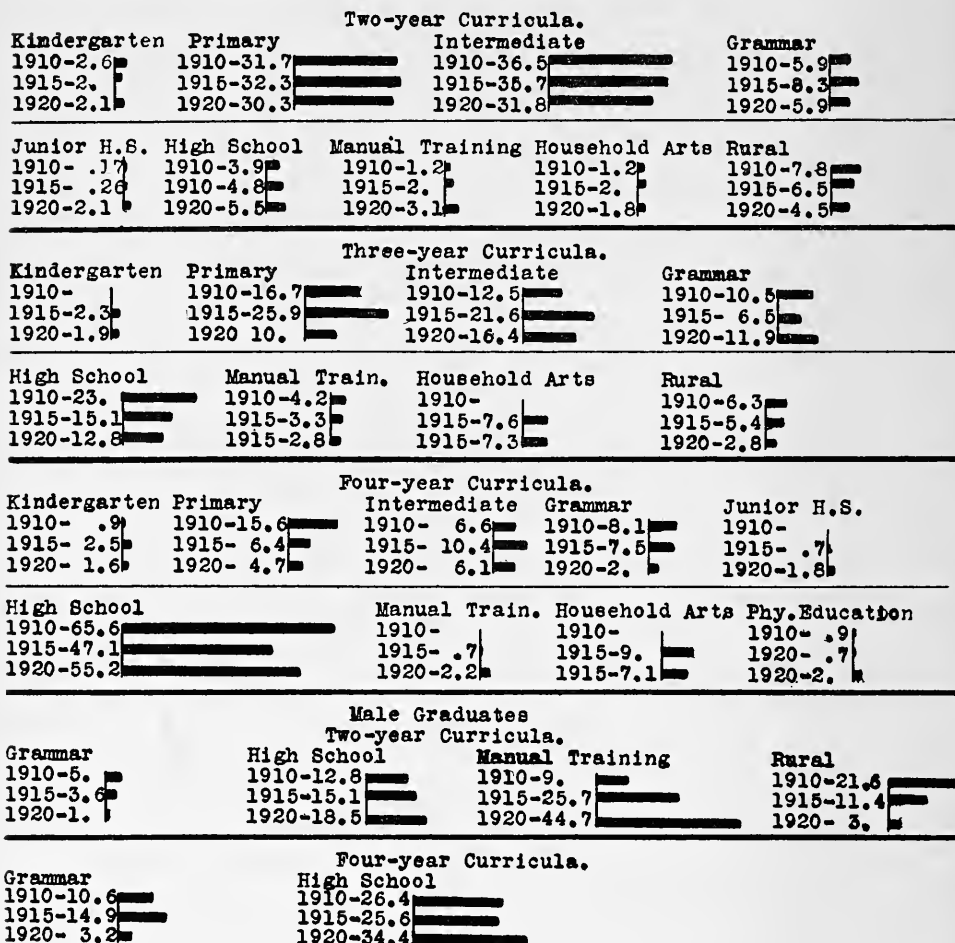
TABLE 25.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES FROM THE TWO-YEAR CURRICULA AS TO TEACHING POSITIONS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	1910							1915							1920									
	Number Teaching	Intermediate 3-4-5-6	Grammar 7-8	High School	Manual Training	Special Classes	Rural All Grades	Number Teaching	Grammar 7-8	High School	Manual Training	Special Classes	Junior High School	Physical Education	Commercial	Rural All Grades	Number Teaching	Grammar 7-8	High School	Manual Training	Commercial	Agriculture	Rural All Grades	
J	4	...	...	...	...	...	75.	10	20.	30.	...	...	...	...	...	40.	3	...	33.3	...	...	...	...	33.3
M	23	...	8.7	13.1	...	...	43.5	5	...	...	...	...	...	...	...	20.	13	7.7	15.4	7.7	...	...	...	7.7
O	15	...	...	...	...	...	46.7	26	4.	8.	8.	...	...	...	...	20.	...	...	...	...	...	...	...	...
R	8	...	...	12.5	...	12.5	...	8	...	...	37.5	...	...	...	...	...	3	...	...	66.6	...	...	...	...
T	4	...	50.	...	25.	...	...	7	...	14.3	38.6	...	...	...	...	...	4	...	...	25.	...	...	...	...
U	19	5.3	...	26.5	10.6	...	...	46	...	13.2	37.	...	...	2.2	...	...	21	...	...	85.8	...	...	...	...
W	15	...	6.7	13.4	33.3	...	...	46	4.2	24.	45.7	2.2	...	...	6.6	4.4	42	...	23.9	47.8	4.8	...	...
Y	5	20.	...	...	...	...	40.	10	...	...	...	...	40.	...	...	50.	5	...	20.	40.	...	...	...	20.
X	9	...	...	22.3	...	...	...	19	5.3	21.2	5.3	...	...	...	...	10.6	8	...	62.5	12.5	12.5	...	...	...
G																								
Total.....	102	2.	5.	12.8	9.	1.	21.6	179	3.6	15.1	25.7	1.2	2.4	.6	1.8	11.4	103	1.	18.5	44.7	3.	1.		3.

TABLE 26.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES FROM THE FOUR-YEAR CURRICULA AS TO TEACHING POSITIONS ENTERED THE FIRST YEAR AFTER GRADUATION

Institutions	1910					1915			1920					
	Number Teaching	Grammar 7-8	High School	Commercial	Rural	Number Teaching	Grammar 7-8	High School	Number Teaching	Grammar 7-8	High School	Manual Training	Agriculture	Physical Education
R	7	...	28.6	14.3	...	16	...	6.3	15	6.7	26.8	6.7	...	...
O	1	...	100.	...	...	..	...	...	17	...	35.4	5.9	5.9	...
N	6	...	16.7	...	16.7	7	...	...	8	...	12.5	12.5	37.5	...
P	2	100.	...	...	...	6	66.6	16.7	1	100.	...	...	...	...
V	3	...	33.3	...	...	12	50.	58.4	19	...	58.	10.6	...	5.3
C	..	...	...	...	...	6	...	16.7	4	...	...	50.	...	...
W	..	...	...	...	...	..	...	...	...	...	...	...	...	...
Total.....	19	10.6	26.4	5.3	5.3	47	14.9	25.6	64	3.2	34.4	11.	6.4	1.6

Figure 7.
THE PROPORTION OF GRADUATES FROM VARIOUS CURRICULA GOING INTO
DIFFERENT TYPES OF TEACHING POSITIONS.



CHAPTER V

THE DISTRIBUTION OF THE GRADUATES ACCORDING TO THE CURRICULA COMPLETED

GENERAL

Two-year Curricula

The investigation shows that in 1910 general or undifferentiated curricula were completed by 86.4 percent of the graduates. This proportion decreased to 72.3 percent in 1915 and to 56.5 percent in 1920. (Tables 27, 28, 29.)

Three-year Curricula

The graduates of the three-year curricula whose work was undifferentiated constituted 88.2 percent in 1910, 37.5 percent in 1915, and 22.2 percent in 1920. (Table 30.)

Four-year Curricula

The tendency toward differentiation is not so marked among the four-year graduates. The number finishing undifferentiated curricula was 86.6 percent of the total teaching in 1910. In 1915 there was a decrease to 66.6 percent and in 1920 an increase to 80.4 percent. (Table 31.)

MALE GRADUATES

There was a decrease from 89 percent in 1910 to 47.6 percent in 1920 among the male graduates completing general curricula. This refers to the two-year graduates. Among the four-year graduates there is very little differentiation. Practically all take the "general course." (Figure 8.)

Differentiated Curricula

The growth in the number of different curricula offered has been both striking and significant during the ten year period. This holds true also for the number of graduates from these differentiated curricula. In 1910 only 13.6 percent completed one or another of the specific programs of study. In 1915 this proportion had increased to 27.7 percent, and in 1920 to 44.4 percent.

The three-year and four-year curricula are more frequently "general" in their character than the two-year curricula. The

male graduates received specific training in six different curricula besides the "general course." The majority prepared for work in the field of manual training.

THE GROWTH OF "SPECIFIC TRAINING FOR SPECIFIC WORK"

Two-year Curricula

Table 35 and Figure 9 give facts concerning the growth of specific training for specific work. A perfect correlation between training and teaching position would be represented by a rating of 100 percent for each. It is evident that the tendency is moving in this direction. The primary and the high-school teachers have made the most rapid advances. Teachers of special subjects have been receiving the most specific training. In 1920 of those teaching in the intermediate grades 10 percent had special preparation for their work as against 5 percent in 1915 and 1.7 percent in 1910. In the grammar grades 16.9 percent were specially prepared for their positions and in the rural field 1.8 percent. Less than one half of the teachers in the primary and intermediate grades had special preparation for the work they entered.

The following distribution of 52 graduates in 1915 of one institution with their special preparation indicates a rather common practice:

Three graduates from the commercial curricula, three from the physical education, nine from household arts, three from manual training, and one from drawing, taught the first year after graduation in the primary grades. Two graduates from the physical education curricula, seventeen from household arts, three from drawing, nine from manual training, and one from music taught in the intermediate grades. One graduate from the physical education taught in the kindergarten. One from the manual training taught in the grammar grades. These 52 graduates taught in fields for which they were not prepared as against eight graduates of special curricula who went into fields for which they were prepared.

Three-year and Four-year Curricula

The graduates of the three-year curricula show a much higher correlation for specific work than do the two-year graduates. (Figure 10.) The correlation for the four-year graduates is low. In 1920 only 5.9 percent of those entering high school work had special preparation. (Table 35) (Figures 10, 11).

TABLE 27.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE TWO-YEAR CURRICULA AS TO SPECIFIC CURRICULA COMPLETED

Institutions	Number of Graduates	General	Kindergarten	Kindergarten-Primary	Primary	Intermediate	Junior High School	High School	Physical Education	Manual Training	Household Arts	Music	Drawing	Library
1910														
A	113	89.	....	11.										
C	52	100.												
E	59	100.												
G	218	87.2	....	3.7	....	....	....	....	.9	6.9	....	.5	.5	
J	118	100.												
K	78	100.												
M	50	100.												
O	57	97.5	....	....	....	....	....	....	....	....	1.2	1.2		
R	171	25.2	17.	....	25.1	9.4	....	....	....	1.2	4.1	4.7	3.5	
T	40	100.												
U	124	100.												
W	116	41.4	....	20.	.8	3.5	....	12.	....	4.	13.	2.4	2.4	
Y	55	100.												
X	69	100.												
B	284	81.	3.9	....	....	1.5	.6	1.5	.3	4.9	1.8	.9	1.8	.3
H	461	99.6	.4											
L	113	100.												
Total.....	2178	86.4	1.9	2.	2.8	1.1	.09	.8	.15	1.6	1.3	.7	.7	.05

TABLE 28.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE TWO-YEAR CURRICULA AS TO SPECIFIC CURRICULA COMPLETED

Institutions	Number of Graduates	General	Kindergarten	Kindergarten-Primary	Primary	Intermediate	Grammar	High School	Physical Education	Commercial	Manual Training	Household Arts	Music	Drawing
1915														
A	164	95.7	....	4.3										
C	93	6.5	....	....	37.5	44.1	11.9							
E	37	100.												
G	267	81.3	....	4.5	....	....	....	....	1.9	....	1.2	10.	.4	.8
J	218	100.												
K	115	....	....	10.5	38.3	....	32.2	18.3	....	....	....	....	.7	
M	34	100.												
O	118	93.3	....	....	....	....	....	....	....	.9	.9	4.3	.9	
R	268	21.6	6.	.4	39.9	1.5	....	....	....	1.5	1.5	20.9	5.2	1.5
T	106	100.												
U	235	93.2	....	....	....	....	....	....	....	....	6.8			
W	227	36.6	....	14.1	....	....	....	36.	1.8	1.8	11.9	....	5.3	2.6
Y	52	100.												
X	143	69.3	....	.7	25.9	....	....	....	....	....	.7	3.5		
B	276	63.	4.7	....	7.6	1.8	....	8.3	.7	.9	2.9	4.7	1.8	3.3
H	445	96.4	3.6											
L	75	100.												
Total.....	2873	72.3	1.5	2.2	8.5	1.7	1.6	3.6	.3	.4	2.	3.5	1.1	.7

TABLE 30.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE THREE-YEAR CURRICULA AS TO SPECIFIC CURRICULA COMPLETED

Institutions	Number of Graduates	General	Kindergarten	Kindergarten-Primary	Primary	Intermediate	Junior High School	High School	Physical Education	Manual Training	Household Arts	Commercial	Music	Drawing
1910	17	100.	..	...	..	...	...	...	12.	4.8				
C	42	83.4	...	...	..	...	...	...
R														
Total.....	59	88.2	..	...	..	...	...	...	8.5	3.4				
1915	37	....	..	54.1	..	...	46.	...	100.	...	50.	....	100.	
C	6	....	...	...	..	...	...	...	...	...	...	....	1.5	
R	4	50.	...	...	..	...	...	...	...	...	14.5	....	
O	4	....	...	...	..	...	...	...	...	...	...	....
T	4	....	...	...	..	...	...	...	...	...	...	....
B	69	62.4	2.9	...	2.9	2.9	...	10.2	...	2.9	...	....
Total.....	120	37.5	1.7	16.7	1.7	1.7	14.2	5.9	5.	1.7	10.		4.2	
1920	56	3.2	..	19.7	..	76.8	...	...	...	6.3	6.3	6.3	25.	
C	16	81.1	...	...	..	...	...	...	...	25.	25.	....	4.8	
O	4	25.	...	...	4.8	...	...	14.4	...	...	...	....
T	21	62.	...	...	...	...	...	...	...	...	66.6	33.3		
B	6	....	...	...	...	...	...	...	...	...	15.3	84.7		
E	13	....	...	...	...	...	...	...	...	...	...	...
G	15	....	...	...	...	...	...	100.	...	...	...	...
U														
Total.....	131	22.2	..	8.4	.7	32.9	...	13.8	....	1.4	6.9	11.5	1.4	.7

TABLE 31.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE FOUR-YEAR CURRICULA AS TO SPECIFIC CURRICULA COMPLETED

Institutions	Number of Graduates	General	Kindergarten	Primary	Intermediate	High School	Physical Education	Manual Training	Household Arts	Commercial	Agriculture	Music	Drawing
1910													
C	11	100.											
O	1*	100.											
R	22	100.											
N	68	100.											
P	26	11.5	....	88.5									
V	43	100.											
Total.....	171	86.6	....	13.4									
1915													
C	13	100.											
O	5	80.	....	....	....	....	....	....	20.				
R	47	87.3	....	....	....	....	2.2	....	10.5				
N	61	85.3	....	....	....	....	....	....	14.7				
P	67	4.5	6.	53.8	....	10.5	....	....	18.	....	....	....	7.5
V	81	91.4	....	....	....	....	....	....	8.6				
G	6	....	....	....	....	100.							
B	58	63.8	3.5	3.5	5.2	10.4	....	2.3	4.6	1.2			
Total.....	338	66.6	1.8	11.8	.9	5.6	.3	.6	11.3	.3	....	....	1.3
1920													
W	9	55.6	....	....	....	....	....	22.4	11.2	....	....	....	11.2
O	33	75.8	....	....	....	....	....	3.1	12.4	....	6.2	3.1	
R	68	92.7	....	....	....	....	....	....	5.9	....	....	1.5	
N	106	78.3	....	....	....	....	....	1.	18.	....	2.9		
P	38	63.2	15.8	....	....	....	7.9	....	13.2				
V	152	99.4	....	....	....	....	....	....	.6				
B	143	64.4	.7	2.1	....	18.9	....	....	7.7	4.2	....	1.4	.7
K	2	....	....	....	....	100.							
Total.....	551	80.4	1.2	.6	....	5.3	.6	.8	8.2	1.1	.9	.8	.4

TABLE 32.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES FROM THE TWO-YEAR CURRICULA AS TO SPECIFIC CURRICULA COMPLETED

Institutions	Number of Graduates	General	Intermediate	Junior High School	High School	Physical Education	Manual Training	Commercial	Agriculture	Rural
1910										
J	9	100.								
M	25	100.								
O	15	100.								
R	10	70.	20.	....	....	...	10.			
T	4	100.								
U	20	100.								
W	19	42.2	....	....	31.6	...	26.5			
Y	11	100.								
X	14	100.								
Total.....	127	89.	1.6	....	4.8	...	4.8			
1915										
G	2	....	....	....	50.	....	50.			
J	11	100.								
M	6	100.								
O	27	92.6	....	....	....	...	3.7	3.7		
R	10	60.	....	....	....	...	30.	10.		
T	8	100.								
U	58	70.7	....	....	....	...	29.3			
W	55	5.5	....	....	45.5	....	43.7	5.5		
Y	11	100.								
X	27	96.3	....	....	....	...	3.7			
Total.....	215	63.7	....	....	12.1	...	21.9	2.3		
1920										
E	1	100.								
G	2	....	..	....	....	...	100.			
J	4	100.								
M	3	33.3	....	33.3	....	...	....	....	....	33.3
O	16	75.	....	....	....	...	6.3	....	18.7	
R	5	40.	....	....	....	...	60.			
T	4	100.								
U	21	....	....	....	4.8	...	85.6	....	....	9.6
W	83	41.	....	2.5	26.6	1.3	25.4	6.1		
Y	11	100.								
X	14	64.3	....	....	21.5	...	7.2	7.2		
Total.....	164	47.6	....	.6	15.9	.6	28.1	3.6	1.8	1.8

TABLE 33.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES FROM THE THREE-YEAR CURRICULA AS TO SPECIFIC CURRICULA COMPLETED

	1910			1915			1920				
Institutions	Number of Graduates	General	Manual Training	Number of Graduates	General	Junior High School	Number of Graduates	General	Intermediate	High School	Manual Training
C	1	100.	....	1		100.	2	....	100.		
R	11	82.	18.								
O	..	....	....	.1	100.	....	6	83.3	16.7		
T	..	....	....	..	....	....	2	....	....	....	100.
U	..	....	....	..	....	....	3	....	....	100.	
Total.....	12	83.4	16.6	2	50.	50.	13	38.4	15.4	23.1	23.1

TABLE 34.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES FROM THE FOUR-YEAR CURRICULA AS TO SPECIFIC CURRICULA COMPLETED

	1910			1915				1920			
Institutions	Number of Graduates	General	Grammar	Number of Graduates	General	Grammar	High School	Number of Graduates	General	Manual Training	Agriculture
C	2	100.	....	6	100.						
R	7	100.	....	16	100.	....	....	15	100.		
O	1	100.	....	3	100.	....	....	17	82.4	5.9	11.7
N	6	100.	....	7	100.	....	....	8	50.	12.5	37.5
P	2	....	100.	6	....	66.6	33.3	1	100.		
V	3	100.	....	12	100.	....	....	19	100.		
W	..	....	....	..	....	....	....	4	50.	50.	
Total.....	21	90.4	9.6	50	88.	8.	4.	64	86.	6.3	7.7

Figure 8.

THE PROPORTION COMPLETING VARIOUS SPECIFIC CURRICULA.

Two-year Curricula.			
General	Kindergarten	Kndg-Prim.	Primary
1910-86.4	1910-1.9	1910-2	1910-2.8
1915-72.3	1915-1.5	1915-2.2	1915-8.5
1920-56.5	1920-1.7	1920-2.5	1920-11.5

Intermediate	High School	Manual Training	Household Arts
1910-1.1	1910-.8	1910-1.6	1910-1.3
1915-1.7	1915-3.6	1915-2.	1915-3.5
1920-4.	1915-4.6	1920-2.6	1920-2.2

Commercial	Grammar	Music	Rural
1910-	1910-	1910-.7	1910-
1915-.4	1915-1.6	1915-1.1	1915-
1920-2.2	1920-2.3	1920-1.7	1920-2.1

Three-year Curricula.	
General	Elementary Grades
1910-88.2	1910-
1915-37.5	1915-21.8
1920-22.2	1920-42.

High School	Manual Training	Household Arts
1910-	1910-3.4	1910-
1915-20.1	1915-1.7	1915-10.
1920-13.8	1920-1.4	1920-6.9

Four-year Curricula.	
General	Elementary Grades
1910-86.6	1910-13.4
1915-66.6	1915-14.5
1920-80.4	1920-1.8

High School	Household Arts
1910-	1910-
1915-5.6	1915-11.3
1920-5.3	1920-8.2

Male Graduates	
Two-year Curricula.	
General	High School
1910-89.	1910-4.8
1915-63.7	1915-12.1
1920-47.6	1920-15.9

Manual Training	Commercial
1910-4.8	1910-
1915-21.9	1915-2.3
1920-28.1	1920-3.6

Four-year Curricula.	
General	
1910-90.4	
1915-88.	
1920-86.	

TABLE 35.—THE PROPORTION OF THOSE TEACHING WHO HAVE HAD SPECIFIC TRAINING FOR THEIR WORK

Two-year Curricula						
Type of Service	1910		1915		1920	
	Number Teaching	Specific Training	Number Teaching	Specific Training	Number Teaching	Specific Training
Kindergarten.....	45	57.8	49	94.	42	81.
Primary.....	341	20.8	808	25.3	585	37.8
Intermediate.....	400	1.7	863	5.	640	10.5
Grammar.....	...	.....	207	9.	101	16.9
Junior High School.....	...	.....	...	.....	33	3.4
High School.....	55	18.2	111	40.6	112	68.8
Manual Training.....	14	64.3	49	77.6	61	90.2
Household Arts.....	18	89.	49	98.	37	97.3
Agriculture.....	...	.....	...	.....	1	100.
Commercial.....	...	.....	8	100.	34	94.2
Physical Education.....	...	.....	5	80.	11	82.
Music.....	8	88.	22	100.	27	92.6
Drawing.....	8	100.	7	100.	7	71.5
Rural.....	...	.....	...	.....	83	1.8

Three-year Curricula						
Types of Service	1910		1915		1920	
	Number Teaching	Specific Training	Number Teaching	Specific Training	Number Teaching	Specific Training
Kindergarten.....	...	.....	...	.....	2	100.
Primary.....	...	.....	18	100.	10	60.
Intermediate.....	...	.....	...	.....	18	83.3
High School.....	...	.....	...	.....	14	85.7
Manual Training.....	2	100.	...	.....	1	100.
Household Arts.....	...	.....	5	80.	8	100.
Physical Education.....	4	100.	4	100.	...	...
Commercial.....	...	.....	...	.....	7	100.

Four-year Curricula						
Types of Service	1910		1915		1920	
	Number Teaching	Specific Training	Number Teaching	Specific Training	Number Teaching	Specific Training
Kindergarten.....	7	85.8	7	85.8
Primary.....	19	74.	16	87.5	...	...
Intermediate.....	8	62.5	21	57.2	28	25.
High School.....	112	4.4	210	5.7
Manual Training.....	7	42.8
Household Arts.....	25	92.	31	45.2
Agriculture.....	4	25.
Music.....	3	33.3
Drawing.....	3	100.	1	100.
Physical Education.....	1	100.	6	83.3

Figure 9.
THE PROPORTION TEACHING THE KIND OF WORK FOR WHICH THEY
HAD MADE SPECIFIC PREPARATION.

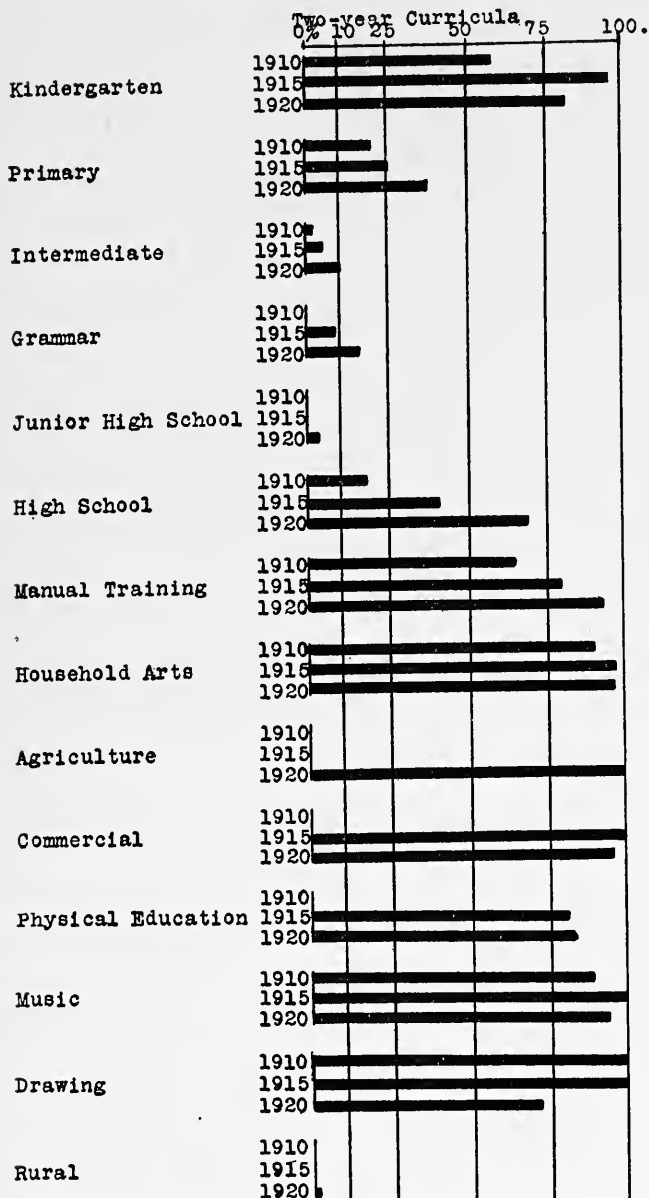


Figure 10.

THE PROPORTION TEACHING THE KIND OF WORK FOR WHICH THEY
HAD MADE SPECIFIC PREPARATION.

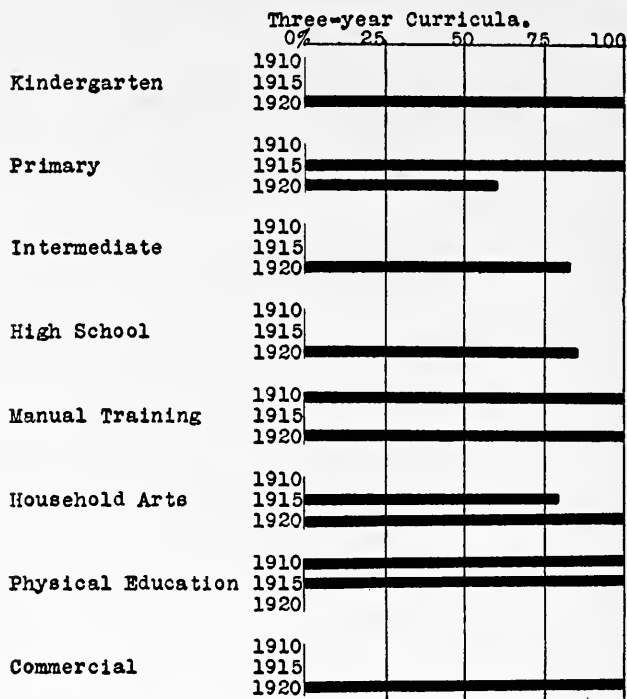
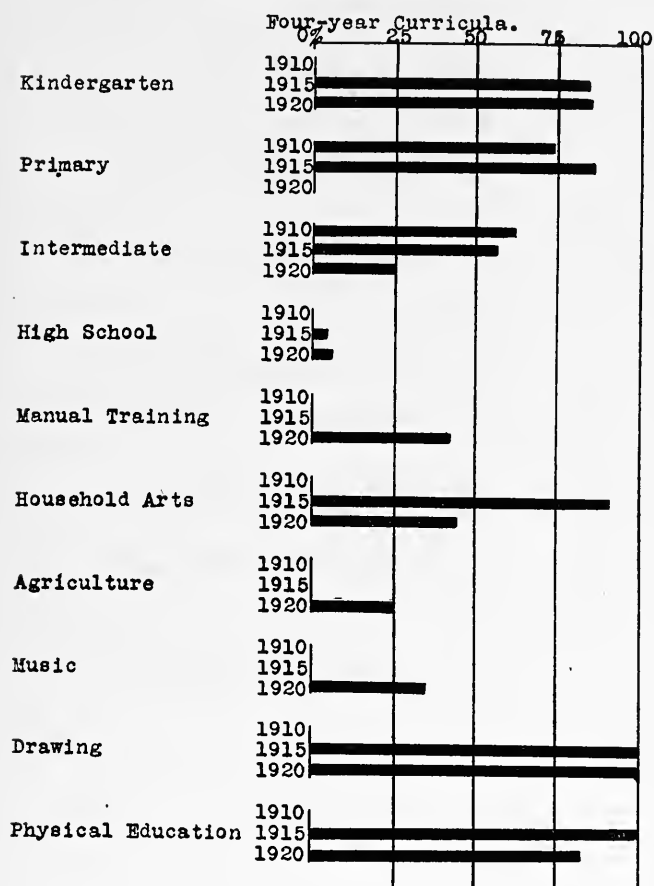


Figure 11.

THE PROPORTION TEACHING THE KIND OF WORK FOR WHICH THEY
HAD MADE SPECIFIC PREPARATION.



CHAPTER VI

THE ACTUAL TEACHING SERVICE

GRADUATES OF 1910

Two-year Curricula

The period of teaching service was determined for 1208 graduates of 1910. The variation among the institutions is wide. In one school the records show that 80.5 percent of the graduates of 1910 were still teaching eleven years later. This is the largest proportion found among the nineteen schools studied offering two-year curricula. At the other extreme we find only 16.3 percent of the class of 1910 of one of the schools still teaching in 1921. The median period of actual service for all schools was found to be 9.5 years. The records also show that 42.7 percent of the 1910 graduates taught through the school-year 1920-21. More than 50 percent had taught through nine years, and 75 percent had taught through five years. (Table 36) (Figure 12).

Three-year Curricula

The number of graduates from these curricula is too small to permit the drawing of conclusions. Of the few for whom the data were secured only 24.4 percent had taught continuously from graduation through the school-year 1920-21. (Table 37) (Figure 13).

Four-year Curricula

The facts relative to the actual period of teaching service for 133 graduates of 1910 from four-year curricula were obtained. The median period of service to date was found to be 10 years, and 47.7 percent were still teaching in 1921. The variation is not so great among the different institutions as in the case of the two-year curricula. The range is from 72 percent of graduates of 1910 still teaching to 27.5 percent. (Table 38) (Figure 14).

Figure 12.

THE DISTRIBUTION OF 1208 GRADUATES OF 1910 WHO ENTERED SERVICE FROM THE TWO-YEAR CURRICULA AS TO PERIODS OF SERVICE SINCE GRADUATION.

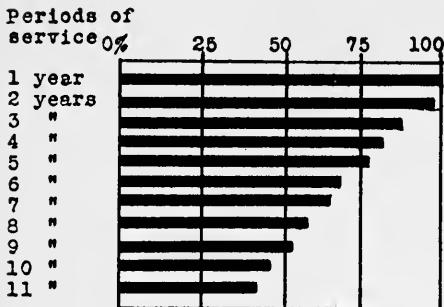


Figure 13.

THE PERCENTILE DISTRIBUTION OF 56 GRADUATES OF 1910 WHO ENTERED SERVICE FROM THE THREE-YEAR CURRICULA AS TO PERIODS OF SERVICE SINCE GRADUATION.

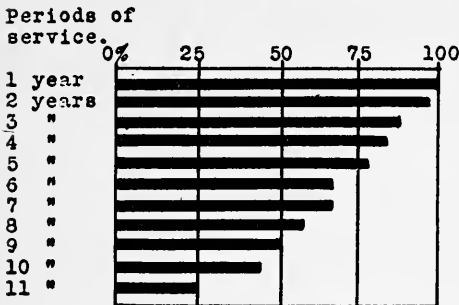
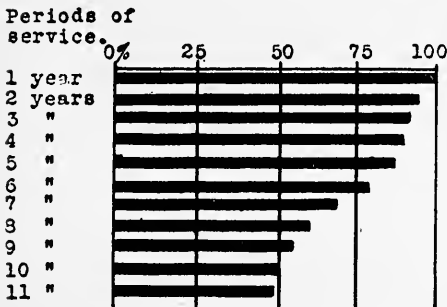


Figure 14.

THE PERCENTILE DISTRIBUTION OF 133 GRADUATES OF 1910 WHO ENTERED SERVICE FROM THE FOUR-YEAR CURRICULA AS TO PERIODS OF SERVICE SINCE GRADUATION.



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TABLE 36.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES OF 1910 FROM THE TWO-YEAR CURRICULA AS TO THE PERIODS OF SERVICE SINCE GRADUATION

Institutions	Number of Graduates	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years
A	75	2.6	1.3	5.2	....	2.6	1.3	3.9	....	2.6	....	80.5
C	50	2.	4.	8.	14.	18.	4.	6.	2.	2.	36.	
E	41	2.4	2.4	7.2	2.4	14.4	2.4	2.4	2.4	2.4	4.8	56.8
G	39	36.	....	2.5	2.5	5.	5.	....	7.	10.	2.5	28.5
J	84	....	....	1.2	....	1.2	2.4	4.8	19.8	3.6	10.8	56.2
K	57	....	3.4	5.1	5.1	6.8	3.4	....	3.4	5.1	6.8	60.9
M	42	....	4.8	7.2	2.4	2.4	....	2.4	14.4	4.8	9.6	52.
O	52	1.9	7.6	7.6	3.8	5.7	5.7	9.5	7.6	9.5	5.7	34.7
L	102	....	15.	....	5.	6.	5.	9.	1.	3.	10.	46.
R	159	2.4	7.2	9.6	10.8	15.	4.2	7.2	4.8	9.6	3.6	26.
T	37	8.1	10.8	8.1	21.6	13.5	2.7	5.4	2.7	2.7	8.1	16.3
U	120	6.7	5.	5.	6.7	13.4	8.4	5.	10.	4.2	3.4	32.5
W	101	3.	10.	14.	8.	8.	3.	5.	2.	7.	4.	36.
Y	46	17.4	8.7	13.1	6.6	8.7	....	6.6	6.6	4.4	6.6	21.5
X	50	....	....	8.	4.	8.	8.	....	6.	....	58.	
B	153	5.3	11.8	7.2	1.9	4.	4.6	1.9	4.6	7.2	1.9	50.1
Total.....	1208	4.3	6.7	6.8	5.8	8.4	4.1	4.9	5.8	5.8	4.7	42.7

TABLE 37.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES OF 1910 FROM THE THREE-YEAR CURRICULA AS TO THE PERIODS OF SERVICE SINCE GRADUATION

Institutions	Number Graduated	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years
R	39	2.5	10.	5.	5.	12.5	..	7.5	12.5	5.	10.	30.
C	17	6.	6.	...	6.	6.	..	12.	...	6.	40.	18.
Total.....	56	3.6	9.	3.6	5.4	10.8	..	9.	9.	5.4	19.8	24.4

TABLE 38.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES OF 1910 FROM THE FOUR-YEAR CURRICULA AS TO PERIODS OF SERVICE SINCE GRADUATION

Institutions	Number Graduates	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years
N	46	....	4.4	2.2	2.2	2.2	15.	11.	4.4	6.6	2.2	50.
V	30	6.6	3.3	3.3	...	9.	6.6	29.7	6.6	6.6	...	27.4
P	25	....	....	4.	...	4.	8.	4.	8.	...	...	72.
O	1	....	....	....	...	100.						
C	10	....	....	10.	...	30.	10.	....	...	...	...	50.
R	21	14.1	14.1	4.7	4.7	9.4	...	....	9.4	4.7	4.7	34.2
Total.....	133	3.7	4.4	3.7	1.5	8.2	8.9	10.1	5.9	4.4	1.5	47.7

GRADUATES OF 1915

Two-year Curricula

Data concerning the actual period of teaching service of 2053 graduates of 1915 were secured. The variation is not so great as for the graduates of 1910. There is a range of from 94 percent of the graduates of one institution teaching through the six years to 38.9 percent of the graduates of another. It was found 56.9 percent had taught from graduation through the school-year 1920-21, that the median period of service for the entire number was six years, and that only 25 percent had taught less than three years. (Table 39) (Figure 15).

Three-year Curricula

The number of graduates from the three-year curricula is small: The median period of service to date is six years. (Table 40.)

Four-year Curricula

It was possible to secure the data for 262 graduates of the four-year curricula. The median period of service to date is six years: 51.9 percent taught through the school-year of 1920-21. More than 40 percent completed four years of service out of the possible six years of teaching to date. (Table 41) (Figure 17).

MALE GRADUATES OF 1910

Two-year Curricula

The median period of service, to date, of the 106 male graduates of 1910 was nine years. More than 34 percent taught through the school-year 1920-21. A little more than 50 percent were still teaching nine years after graduation. (Table 42) (Figure 26).

TABLE 39.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES OF 1915 FROM THE TWO-YEAR CURRICULA AS TO PERIODS OF SERVICE SINCE GRADUATION

Institutions	Number Graduates	1 year	2 years	3 years	4 years	5 years	6 years
A	163	1.2	.6	1.8	1.2	1.2	94.
C	91	....	2.2	7.7	7.7	....	82.4
E	38	5.2	7.8	2.6	13.	7.8	63.6
G	52	13.5	9.7	7.7	7.7	21.2	40.2
J	157	2.4	3.	1.8	.6	5.4	86.8
K	114	.9	8.1	15.	6.2	9.7	60.1
M	31	9.6	16.	....	3.2	6.4	64.8
O	113	3.6	9.8	11.6	10.7	10.7	53.6
L	73	....	9.6	8.2	9.6	2.6	70.
R	258	7.4	10.1	7.7	2.7	16.7	55.4
T	108	2.8	16.7	21.3	8.3	4.6	46.3
U	224	7.6	22.3	11.6	12.	7.6	38.9
W	203	10.3	14.3	11.3	12.3	6.4	45.4
Y	49	10.3	10.3	18.4	16.4	4.1	41.5
X	120	4.2	11.7	7.5	15.	5.9	55.6
B	259	7.3	10.4	10.1	17.4	15.1	39.7
Total.....	2053	5.5	10.6	9.3	9.	8.7	56.9

Figure 15.

THE DISTRIBUTION OF 2053 GRADUATES OF 1915 WHO ENTERED SERVICE FROM THE TWO-YEAR CURRICULA AS TO PERIODS OF SERVICE SINCE GRADUATION.

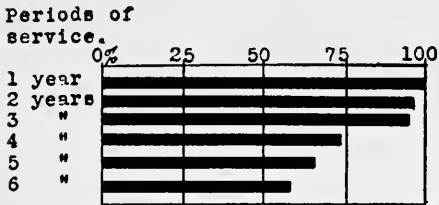


Figure 16.

THE DISTRIBUTION OF 49 GRADUATES OF 1915 WHO ENTERED SERVICE FROM THE THREE-YEAR CURRICULA AS TO PERIODS OF SERVICE SINCE GRADUATION.

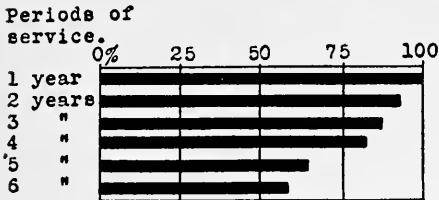
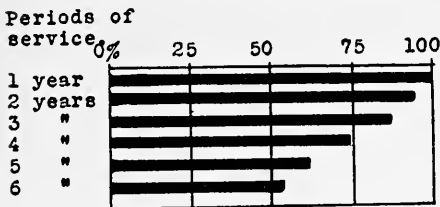


Figure 17.

THE DISTRIBUTION OF 262 GRADUATES OF 1915 WHO ENTERED SERVICE FROM THE FOUR-YEAR CURRICULA AS TO PERIODS OF SERVICE SINCE GRADUATION.



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Figure 18.

THE PERCENT OF THE GRADUATES OF 1910 WHO HAVE TAUGHT
CONTINUOUSLY SINCE GRADUATION THROUGH THE
SCHOOL-YEAR 1920-21.
Four-year Curricula

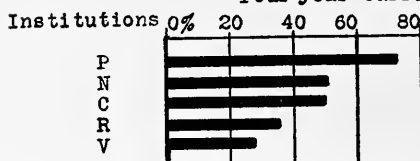


Figure 19.

THE PERCENT OF THE GRADUATES OF 1915 WHO HAVE TAUGHT
CONTINUOUSLY SINCE GRADUATION THROUGH THE
SCHOOL-YEAR 1920-21.
Three-year Curricula.

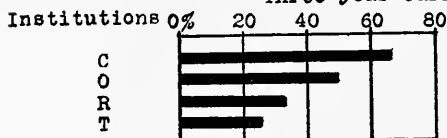


Figure 20.

THE PERCENT OF THE GRADUATES OF 1915 WHO HAVE TAUGHT
CONTINUOUSLY SINCE GRADUATION THROUGH THE
SCHOOL-YEAR 1920-21.
Four-year Curricula.

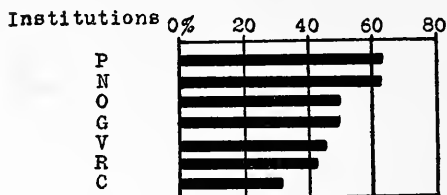


Figure 21.

THE PERCENT OF THE GRADUATES OF 1910 WHO HAVE TAUGHT
CONTINUOUSLY SINCE GRADUATION THROUGH THE
SCHOOL-YEAR 1920-21.

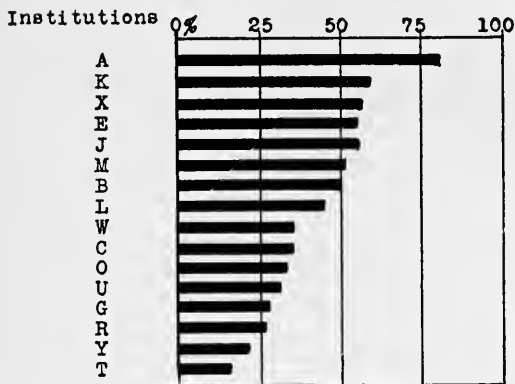


Figure 22

THE PERCENT OF THE GRADUATES OF 1915 WHO HAVE TAUGHT
CONTINUOUSLY SINCE GRADUATION THROUGH THE
SCHOOL-YEAR 1920-21.

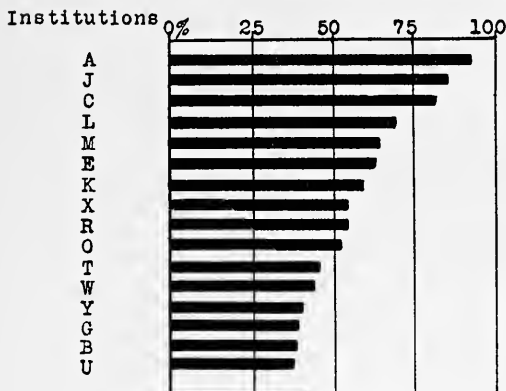


TABLE 40.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES OF 1915 FROM THE THREE-YEAR CURRICULA AS TO PERIODS OF SERVICE SINCE GRADUATION

Institutions	Number Graduates	1 year	2 years	3 years	4 years	5 years	6 years
O	4	25.	....	....	25.	....	50.
R	6	16.6	16.6	16.6	....	16.6	33.6
C	35	5.6	2.8	2.8	5.6	17.2	66.
T	4	....	25.	....	25.	25.	25.
Total.....	49	8.2	6.2	4.1	8.2	16.4	56.9

TABLE 41.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES OF 1915 FROM THE FOUR-YEAR CURRICULA AS TO PERIODS OF SERVICE SINCE GRADUATION

Institutions	Number Graduates	1 year	2 years	3 years	4 years	5 years	6 years
N	53	1.9	5.7	9.5	13.3	7.6	62.
V	90	11.2	13.4	21.2	3.4	4.5	46.3
P	56	....	1.8	23.3	3.6	9.	62.3
O	4	....	....	....	25.	25.	50.
G	4	....	50.	....	....	....	50.
C	13	15.4	15.4	30.8	....	7.7	30.8
R	42	....	14.3	12.	16.7	14.3	42.7
Total.....	262	4.9	10.	17.6	7.6	8.	51.9

MALE GRADUATES OF 1915

Two-year Curricula

The period of service for the 184 male graduates from the two-year curricula of the ten institutions graduating men in 1915 varies from 14.3 percent teaching through the school-year 1920-21 to 55.6

percent. The median period of service to date is four years, and only 31.5 percent completed the six possible years of teaching. This can be accounted for because of the war, many of the men having entered the army in 1917 and 1918. (Table 43) (Figure 24).

Four-year Curricula

More of the men graduating from the four-year curricula in 1915 completed six years of service than was the case among the graduates of the two-year curricula. The median period of teaching was six years and 52 percent taught through the school-year 1920-21. (Table 44.)

TABLE 42.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES OF 1910 FROM THE TWO-YEAR CURRICULA AS TO THE PERIODS OF SERVICE SINCE GRADUATION

Institutions	Number of Graduates	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years
W	16	....	6.3	25.	6.3	....	6.3	6.3	....	12.5	12.5	25.
T	4	25.	....	....	50.	....	....	....	....	....	....	25.
Y	6	33.3	....	16.6	16.6	....	....	16.6	....	....	16.6	....
U	20	....	10.	5.	5.	10.	10.	10.	5.	....	5.	40.
J	4	....	....	25.	....	....	....	....	25.	....	....	50.
M	23	....	....	4.4	4.4	4.4	....	....	13.1	4.7	26.	39.3
R	9	....	....	....	....	11.1	....	22.3	....	....	....	44.5
X	9	11.1	22.3	66.6
O	15	6.6	6.6	13.4	13.4	20.	13.4	6.6	20.
Total.....	106	3.8	4.8	8.5	5.7	5.7	4.8	9.5	6.6	6.6	9.5	34.5

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Figure 23.

THE PERCENT OF THE MALE GRADUATES OF 1910 WHO HAVE TAUGHT
CONTINUOUSLY SINCE GRADUATION THROUGH THE SCHOOL-
YEAR 1920-21.

Two-year Curricula.



Figures 24.

THE PERCENT OF THE MALE GRADUATES OF 1916 WHO HAVE TAUGHT
CONTINUOUSLY SINCE GRADUATION THROUGH THE
SCHOOL-YEAR 1920-21.

Two-year Curricula.

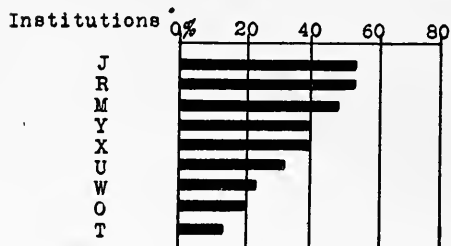


Figure 25.

THE PERCENT OF THE MALE GRADUATES OF 1915 WHO HAVE TAUGHT
CONTINUOUSLY SINCE GRADUATION THROUGH THE
SCHOOL-YEAR 1920-21.

Four-year Curricula.

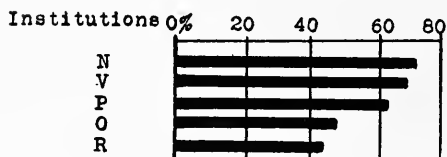


Figure 26.

THE DISTRIBUTION OF 106 MALE GRADUATES OF 1910 WHO
ENTERED SERVICE FROM THE TWO-YEAR CURRICULA
AS TO PERIODS OF SERVICE SINCE GRADUATION.

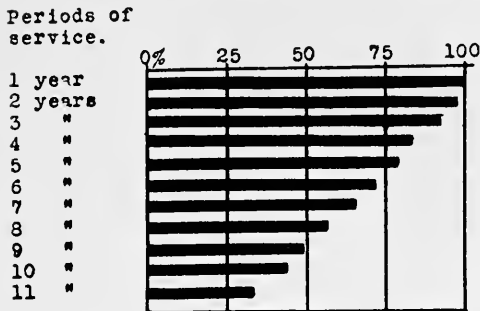


Figure 27.

THE DISTRIBUTION OF 184 MALE GRADUATES OF 1915 WHO
ENTERED SERVICE FROM THE TWO-YEAR CURRICULA
AS TO PERIODS OF SERVICE SINCE GRADUATION.

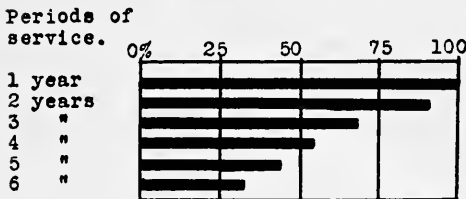


Figure 28.

THE DISTRIBUTION OF 44 MALE GRADUATES OF 1915 WHO
ENTERED SERVICE FROM THE FOUR-YEAR CURRICULA
AS TO PERIODS OF SERVICE SINCE GRADUATION.

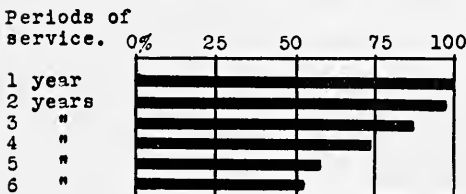


TABLE 43.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES OF 1915 FROM THE TWO-YEAR CURRICULA AS TO PERIODS OF SERVICE SINCE GRADUATION

Institutions	Number of Graduates	1 year	2 years	3 years	4 years	5 years	6 years
W	47	15.	27.7	8.6	17.1	8.6	23.5
T	7	....	28.5	57.	....	....	14.3
Y	10	....	10.	20.	20.	10.	40.
U	48	14.6	29.2	14.6	8.4	....	33.3
J	9	22.2	11.1	....	....	11.1	55.6
M	6	....	33.3	....	16.7	....	50.
R	9	....	11.1	33.3	....	....	55.6
X	20	5.	15.	10.	25.	5.	40.
O	26	7.7	15.4	7.7	7.7	42.4	19.3
G	2	50.	....	....	....	50.	....
Total.....	184	10.9	22.3	13.	11.4	10.9	31.5

TABLE 44.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES OF 1915 FROM THE FOUR-YEAR CURRICULA AS TO THE PERIODS OF SERVICE SINCE GRADUATION

Institutions	Number of Graduates	1 year	2 years	3 years	4 years	5 years	6 years
O	2	....	....	....	50.	....	50.
N	8	....	....	12.5	....	12.5	75.
C	6	16.6	16.6	33.3	16.6	16.6	....
R	13	....	23.1	15.4	15.4	....	46.2
P	5	....	....	20.	20.	....	60.
V	10	....	10.	....	10.	10.	70.
Total.....	44	2.2	11.4	13.7	13.7	7.	52.3

A COMPARISON OF THE TENURE OF TRAINED TEACHERS WITH THAT OF THE GENERAL TEACHING POPULATION

The investigation reveals the fact that the graduates of the two-year curricula regardless of sex, graduating in 1910, have to date served through a median period of nine and a half years. It was found that the graduates of 1910 with four years of training of collegiate grade have a median period of service to date of ten years. The median service of male graduates of 1910 is nine years.

The graduates of 1915 from the two-year curricula have a median period of service to date of six years. This holds true of the graduates of the three-year and four-year curricula. The median for the male graduates of 1915 from the two-year curricula is four years: for those completing the four-year curricula it is six. The World War is without doubt responsible for the shorter period of service for the two-year male graduates of 1915.

No complete census of the teaching population has ever been made, but it has been estimated by Keith and Bagley¹ that the median tenure of the teaching population is four years. That of the rural teacher is two years. Thorndike² found that the median experience for high-school men to be eight years and for high-school women six. Coffman³ in his study found the median tenure for rural teachers to be two years: for women teachers in the elementary schools regardless of locality, between three and four years: for men six years: and for all teachers regardless of sex or locality, five years.

These are the best available facts on tenure, and taking these as reasonably accurate, it can easily be seen that the trained teacher has a longer period of service than the general teaching population by at least four or five years.

¹ *The Nation and the School*, Keith and Bagley.

² *The Teaching Staff of Secondary Schools*, Thorndike, Bureau of Education, 1909, No. 4.

³ *The Social Composition of the Teaching Population*, Coffman.

CHAPTER VII

WHAT BECOMES OF THE REMAINING GRADUATES?

In 1910, of those completing the two-year curricula, 19 percent did not teach the first year after graduation. This proportion is reduced to 11.7 percent in 1915, but rises again in 1920 to 15.6 percent. Eighteen percent of the graduates from the three-year curricula in 1910 did not teach the first year. In 1915 the proportion increased to 22.8 percent, and in 1920 decreased to 16.8 percent. The proportion of graduates of the four-year curricula in 1910 who did not teach was 28.6 percent. It decreased in 1915 to 17.4 percent, and in 1920 to 11.8 percent. (Tables 45, 46.)

The study shows that 19.6 percent of the male graduates of 1910 did not teach the first year after graduation, that 16.8 percent did not teach in 1915 and that 36.7 percent did not teach in 1920. (Table 49.)

The question immediately arises, What do these graduates do the first year after graduation? It was found that the business world in 1910 got 1.1 percent of them, in 1915 only 0.6 percent and 0.4 percent in 1920. Professional schools received 3.4 percent in 1910, 1.6 percent in 1915, and 1.4 percent in 1920. In 1910, 1.1 percent went into non-professional schools, and in both 1915 and 1920, 1.2 percent. Approximately 4 percent of the graduates of each year studied remain at home the first year after completing their training: less than 1 percent for each year married.¹ (Tables 45, 46.)

Approximately 5 percent of the male graduates go directly into business. In 1920, 7.3 percent entered professional schools and 3 percent entered non-professional schools. Of the four-year graduates in 1920, 13.3 percent went into business, 5 percent entered professional schools, and 6.6 percent non-professional schools. (Tables 49, 50, 51.)

The graduates in 1920 of the three-year curricula who did not teach are distributed as follows: business, 4.5 percent: professional

¹ A few institutions did not have a record of occupations entered by a small percent of the graduates.

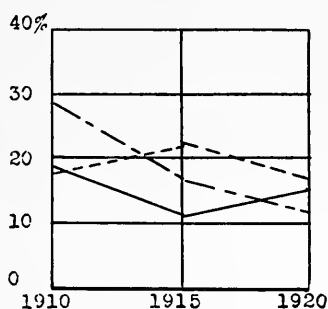
schools, 2.3 percent: non-professional schools, 1.4 percent: remaining at home, 6.3 percent: married, 0.7 percent. (Table 47.)

A smaller percent of the four-year graduates (1920) do not teach than in either 1910 or 1915. (Table 48.)

It is significant that in 1920 only 84.4 percent of the output of the institutions studied entered teaching the first year after graduation.

Figure 29.

THE PROPORTION OF GRADUATES WHO DID NOT TEACH THE FIRST YEAR AFTER GRADUATION.



Two-year Curricula —————
 Three-year Curricula - - - - -
 Four-year Curricula - . - . -

TABLE 45.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE TWO-YEAR CURRICULA AS TO OCCUPATIONS ENTERED OTHER THAN TEACHING THE FIRST YEAR AFTER GRADUATION

Institutions	1910										1915									
	Number of Graduates	Business	Entered Prof. School	Entered Non- Prof. School	Farming	Remained at Home	Married	Occupations Unknown	Died	Number of Graduates	Business	Entered Prof. School	Entered Non- Prof. School	Farming	Remained at Home	Married	Occupations Unknown	Died		
A	113	1.8	...	...	...	...	...	1.8	...	164	...	...	...	...	...	...	...	...
C	52	2.	...	9.	...	...	2.	...	...	93	...	...	...	...	1.1	...	...	...
E	59	...	...	...	...	8.5	1.7	...	...	37	...	...	...	...	2.8	1.2	...	...
G	218	...	1.8	...	...	1.3	...	...	...	267	...	.4	...	...	2.4	...	...	...
J	118	3.4	.9	2.7	...	.9	...	1.8	...	218	...	.4	.8	...	1.3	...	...	...
K	78	...	...	1.3	...	1.3	...	...	...	115	...	...	...	...	...	...	...	...
M	50	4.	...	...	...	4.	2.	...	...	34	...	...	3.	...	...	...	6.	...
O	57	...	...	...	...	5.1	3.4	...	1.7	118	...	1.8	.9	...	.9	...	...	...
R	171	...	3.6	1.8	.6	21.1	4.2	...	...	268	...	3.	.7	...	12.3	...	...	...
T	40	...	2.5	...	...	2.5	5.	...	...	106	...	...	1.9	...	...	...	...	...
U	124	...	...	.8	...	2.4	...	.8	...	235	2.4	.4	2.4	...	1.6	...	...	...
W	116	1.8	.9	.9	...	11.2	1.8	...	.9	227	1.6	.4	1.2	...	5.7	2.	...	...
Y	55	1.8	14.4	3.6	1.8	3.6	1.8	...	...	52	...	...	9.7	...	4.	2.	...	...
X	69	5.8	...	7.3	...	2.9	11.6	...	...	143	1.4	1.4	4.9	...	7.7	2.	...	...
B	284	2.4	17.	1.7	...	5.3	6.4	1.3	.3	276	2.2	10.9	2.2	.7	4.7	2.5	16.6	1.1		
H	461	...	...	...	...	...	...	...	...	445	...	...	...	...	6.6	...	...	...
L	113	...	...	...	...	11.6	...	...	...	75	...	...	...	...	...	...	...	...
Total.....	2178	1.1	3.4	1.1	.09	4.6	1.8	2.3	.2	2873	.6	1.6	1.2	.07	3.2	.6	1.8	.2		

TABLE 46.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES OF 1920 FROM THE TWO-YEAR CURRICULA AS TO OCCUPATIONS ENTERED OTHER THAN TEACHING THE FIRST YEAR AFTER GRADUATION

Institutions	Number of Graduates	Business	Entered Prof. School	Entered Non-Prof. School	Remained at Home	Married	Ministry	Private Librarian	U. S. Army	Occupations Unknown	Died
A	72	...	...	...	....	...	...	1.4			
C	117	...	.9	...	4.5	2.7					
E	33	...	3.1	...							
G	144	.7	...	...	16.						
J	121	...	1.6	6.4	....	1.6					
K	122	...	3.3	2.5	1.7						
M	31										
O	96	...	4.2	2.1	....	....	1.1				
R	263	.4	5.	.4	13.	.8					
T	121	...	...	...	....	...	...	....	...	13.3	
U	93	...	...	...	....	...	...	....	...	....	1.1
W	324	1.8	.6	.9	4.3	.3	.3	....	.3	31.2	
Y	66	1.6	9.	4.8	1.6	1.6					
X	80	2.5	3.8	8.8	3.8	2.5					
B	260	...	...	...	....	...	....	....	...	8.5	
H	237										
L	113	...	...	...	8.9						
D	83	...	...	4.9							
F	53	...	...	3.8	7.6						
Total.....	2429	.4	1.4	1.2	3.9	.4	.08	.04	.04	5.7	.04

TABLE 47.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE THREE-YEAR CURRICULA AS TO OCCUPATIONS ENTERED OTHER THAN TEACHING THE FIRST YEAR AFTER GRADUATION

Institutions	1910						1915						1920						
	Number of Graduates	Entered Prof. School	Entered Non- Prof. School	Married	Number of Graduates	Business	Entered Prof. School	Remained at Home	Married	Died	Farming	Occupations	Number of Graduates	Business	Entered Prof. School	Entered Non- Prof. School	Remained at Home	Married	Died
												Unknown							
C	17	...	5.9	...	37	...	...	...	5.6	2.8	...	...	56	...	...	1.8	10.8	...	...
R	42	12.	4.8	7.2	6	...	...	...	...	...	...	...	16	...	18.8	...	25.	...	...
O	.	...	...	...	4	...	...	...	...	...	...	...	4	25.	...	...	...	...	...
T	.	...	...	...	69	3.	10.2	...	3.	1.5	1.5	8.7	21	...	...	...	...	...	...
B	.	...	...	...	...	...	...	...	...	...	...	...	6	...	...	...	...	...	...
E	.	...	...	...	...	...	...	...	...	...	...	...	13	38.5	...	...	7.7	6.7	...
G	.	...	...	...	...	...	...	...	...	...	...	...	15	...	...	6.7	6.7	6.7	...
U	.	...	...	...	...	...	...	...	...	...	...	...	...	4.5	2.3	1.4	6.3	.7	.7
Total.....	59	8.5	5.1	5.1	120	1.8	6.3	4.5	3.6	1.8	.9	5.4	131	4.5	2.3	1.4	6.3	.7	.7

TABLE 48.—THE DISTRIBUTION (IN PERCENTS) OF THE GRADUATES FROM THE FOUR-YEAR CURRICULA AS TO OCCUPATIONS ENTERED OTHER THAN TEACHING THE FIRST YEAR AFTER GRADUATION

Institutions	1910										1915							1920									
	Number of			Occupations			Number of			Occupations			Number of			Occupations			Number of			Occupations			Number of		
	Graduates	Business	Entered Prof. School	Entered Non-School	Remained at Home	Married	Unknown	Graduates	Business	Entered Prof. School	Entered Non-School	Farming	Remained at Home	Married	Ministry	Unknown	Died	Graduates	Business	Entered Prof. School	Entered Non-School	Remained at Home	Married	Died			
C	11	...	...	18.2	...	...	...	13	...	...	15.4	7.7	...	...	20.	...	...	33	3.1	3.1	9.3	3.1	3.1	...
O	1	...	...	...	...	...	...	5	...	...	...	...	...	...	...	...	2.1	68	4.5	6.	1.5	4.5	1.5	...
R	22	...	9.2	...	4.6	...	...	47	2.2	8.8	11.	...	11.	...	...	...	...	106	1.9	...	4.5	11.4	5.4	...
N	68	3.	1.5	7.5	...	26.5	...	61	1.7	...	3.4	1.7	8.4	5.1	...	...	...	38	...	...	...	...	...	...
P	26	...	...	...	3.9	...	...	67	3.	...	...	...	10.5	1.5	...	...	1.5	...	...	...	...	...	...	...
Y	43	7.	...	...	7.	16.3	4.7	81	1.3	...	1.3	...	10.	...	...	...	1.3	152	3.2	.6	...	...	7.3	...
B	...	...	...	...	...	...	...	58	1.7	3.4	...	...	3.4	1.7	...	5.1	...	143	...	...	...	...	...	...
W	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9	...	...	...	...	11.2	...
Total.....	171	3.	1.8	4.2	3.6	15.4	1.2	338	1.7	1.7	2.9	.6	7.1	1.5	.3	.9	.9	551	2.	1.1	1.6	5.4	1.3	.3			

Output of Schools for Teachers

TABLE 49.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES FROM THE TWO-YEAR CURRICULA AS TO OCCUPATIONS ENTERED OTHER THAN TEACHING THE FIRST YEAR AFTER GRADUATION

Institutions	1910										1915										1920									
	Number of Graduates	Business	Entered Prof. School	Entered Non- Prof. School	Farming	Remained at Home	U. S. Army	Died	Number of Graduates	Business	Entered Prof. School	Entered Non- Prof. School	Farming	Remained at Home	Died	Number of Graduates	Business	Entered Prof. School	Entered Non- Prof. School	Farming	Remained at Home	Died	Number of Graduates	Business	Entered Prof. School	Entered Non- Prof. School	Remained at Home	Ministry	U. S. Army	Occupations Unknown
E	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	1	...	100.	...	...	...	...	...	...	...	...	...	...	...
G	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	2	50.	...	...	...	...	...	...	...	...	...	...	...	...
J	9	11.2	11.2	22.4	...	...	...	11.2	11	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...
M	25	8.	...	...	...	...	...	...	6	...	...	16.7	9.1	...	...	3	...	...	25.	...	...	...	...	...	...	...	...	...	...	...
O	15	...	...	...	...	...	...	...	27	...	...	3.8	...	...	...	16	...	12.6	...	...	...	...	...	...	...	...	...	6.3	...	...
R	10	...	10.	...	...	...	...	...	10	...	10.	...	...	10.	...	5	...	20.	...	...	...	...	...	...	...	...	...	...	...	...
T	4	...	...	...	...	...	...	...	8	...	...	12.5	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...
U	20	...	...	5.	...	...	...	...	58	10.2	1.7	5.1	...	1.7	1.7	21	...	...	...	...	...	...	...	...	...	...	...	...	...	...
W	19	10.6	...	5.3	...	...	5.3	...	55	7.3	1.9	3.8	...	3.8	...	83	3.9	2.6	1.3	...	...	...	...	...	...	...	...	...	1.3	...
Y	11	...	36.4	...	...	...	...	...	11	...	...	9.1	...	...	...	11	...	45.5	9.1	...	...	...	...	...	...	...	...	...	...	...
X	14	21.5	...	14.3	...	...	...	...	27	7.6	3.8	19.	...	...	...	14	21.5	7.2	14.3	...	...	...	...	...	...	...	...	...	...	...
Total.....	127	6.3	4.7	4.7	1.5	.8	.8	.8	215	5.5	1.8	6.5	.5	1.8	.5	164	4.2	7.3	3.	1.2	.6	.6	2.	...	...	...	...	...	...	...

TABLE 50.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES FROM THE THREE-YEAR CURRICULA AS TO OCCUPATIONS ENTERED OTHER THAN TEACHING THE FIRST YEAR AFTER GRADUATION

Institutions	1910			1915	1920		
	Number of Graduates	Entered Prof. School	Entered Non-Prof. School	Number of Graduates	Number of Graduates	Business	Entered Non-Prof. School
C	1	...	100.	1	2		
R	11	9.1	9.1				
O	..	...	....	1	6		
T	..	...	....	..	2	50.	
U	..	...	....	..	3	....	33.3
Total.....	12	8.3	16.6	2	13	7.9	7.9

TABLE 51.—THE DISTRIBUTION (IN PERCENTS) OF THE MALE GRADUATES FROM THE FOUR-YEAR CURRICULA AS TO OCCUPATIONS ENTERED OTHER THAN TEACHING THE FIRST YEAR AFTER GRADUATION

Institutions	1910				1915						1920			
	Number of Graduates	Business	Entered Prof. School	Entered Non- Prof. School	Number of Graduates	Business	Entered Prof. School	Entered Non- Prof. School	Farming	Ministry	Number of Graduates	Business	Entered Prof. School	Entered Non- Prof. School
C	2	....	....	100.	6	....	....	33.3	....	....	15	20.	6.7	....
B	7	....	14.2	....	16	6.2	12.4	24.8	....	33.3	17	5.9	5.9	18.
O	1	....	....	....	3	....	....	....	....	....	8	12.5	....	12.5
N	6	16.6	16.6	16.6	7	14.2	....	....	14.2	....	1	....	....	....
P	2	....	....	....	6	16.6	....	....	....	....	19	15.7	5.2	....
V	3	66.6	....	....	12	8.3	....	....	....	8.3	....	....	....	....
Total.....	21	14.2	9.4	14.2	50	8.	4.	12.	2.	4.	60	13.3	5.	6.6

Figure 30.

THE DISTRIBUTION OF THE GRADUATES FROM VARIOUS CURRICULA
WHO DID NOT TEACH THE FIRST YEAR AFTER GRADUATION.

Two-year Curricula.

Business	Prof.School	Non-Prof.School	Remained at Home	Married
1910-1.1	1910-3.4	1910-1.1	1910-4.6	1910-1.8
1915-.6	1915-1.6	1915-1.2	1915-3.2	1915-.6
1920-.4	1920-1.4	1920-1.2	1920-3.9	1920-.4

Three-year Curricula.

Business	Prof.School	Non-Prof.School
1910-	1910-8.5	1910-5.1
1915-1.8	1915-6.3	1915-6.3
1920-4.5	1920-2.3	1920-1.4

Remained at Home	Married
1910-	1910-5.1
1915-4.5	1915-3.6
1920-6.3	1920-.7

Four-year Curricula.

Business	Prof.School	Non-Prof.School
1910-3.	1910-1.8	1910-4.2
1915-1.7	1915-1.7	1915-2.9
1920-2.	1920-1.1	1920-1.6

Remained at Home	Married
1910-3.6	1910-15.4
1915-7.1	1915-1.5
1920-5.4	1920-1.3

Male Graduates
Two-year Curricula.

Business	Prof.School	Non-Prof.School
1910-6.3	1910-4.7	1910-4.7
1915-5.5	1915-1.8	1915-6.5
1920-4.2	1920-7.3	1920-3.

Four-year Curricula.

Business	Prof.School	Non-Prof.School
1910-14.2	1910-9.4	1910-14.2
1915-8.	1915-4.	1915-13.
1920-13.3	1920-5.	1920-6.6

PART III. INTERPRETATIONS AND CONCLUSIONS. SUGGESTIONS

CHAPTER VIII

INTERPRETATIONS AND CONCLUSIONS

1. There is evidence of an inequitable distribution of the graduates to the different types of schools.

The 1920 report of the Commissioner of Education has the following statement:

"The rural schools of the country comprise a vast organization. Of the 20,853,516 children enrolled in the schools, 12,266,915 are in the rural schools, with an average daily attendance of 8,788,600, while the cities enroll only 8,586,601 and have an average daily attendance of 6,760,314."¹

It was found from a study of a large number of teacher-training institutions that only eight percent of the graduates of 1920 entered one-room rural schools, and that only six percent of the selected group studied entered any field of service in the open-country. Comparing this with the large percent entering urban schools it is evident that the rural children do not receive a just proportion of the output of the schools that prepare teachers. A large proportion then of American children do not have the services of trained teachers. If this tendency is continued a few years longer at the rate of the past ten years the rural schools will entirely be without professionally-trained teachers, meaning by such teachers those who have completed at least two years of study beyond high school graduation.

It is a well known fact that the rural population is not so much concerned over the lack of trained teachers for their children as are the educational leaders. Coffman, in "The Social Composition of the Teaching Population"² made the following statement in 1911, which is even more clearly justified today than when he made it:

"The tragedy of the public school situation is the tragedy of the rural school. That the public mind through sheer inertia and by legal sanction permit persons with inadequate and indifferent training to enter this field of labor, has been the great misfortune and handicap of the rural school."

¹ Report of the Commissioner of Education, 1920, p. 39.

² The Social Composition of the Teaching Population, Coffman, L. D., p. 86.

This critical situation is probably due in part to the fact that the best of the graduates of the institutions training teachers have seldom entered the rural field of service. The rural people as a rule have never had the opportunity of seeing the specialist at work in their schools. When the rural population insists on having trained teachers the normal schools and teachers colleges will provide adequate facilities for the training of such teachers. There is evidence from our findings, however, that a few institutions are doing very much more than others to stimulate this demand, for they are sending goodly proportions of their graduates into the rural service even under present conditions.

2. The increasing tendency is to enter the city schools.

More than one half of the graduates of 1920 who taught the first year after graduation entered the service of the city schools. This is more than for either of the other two years studied. This holds true of the output of all curricula. The number of male graduates of 1920 who entered city schools is 50 percent more than in 1910. There are several reasons for this condition. The last census show that approximately four percent more people live in urban communities than in the open country. City school administrators are accepting the work of teacher-training institutions more and more, indeed the professional schools are approaching the standards demanded by city school systems to such an extent that some of them are now becoming exclusively the training schools for the cities in their districts. The social and economic conditions of the cities are so much better than of the communities where other types of schools are located that the graduates often seek urban employment regardless of the fact that higher salaries are sometimes offered in the smaller schools. There is a feeling that a teacher ranks higher socially who teaches in the city than the one who teaches in the rural or village schools. The city children are securing the benefit of teachers with standard training more and more, because the people of the city are demanding better trained teachers and are able and willing to provide the means sufficient to secure them.

3. There is no evidence of a demand for certain curricula at present offered.

It is time to take account of the output of each curriculum to see whether the demand warrants a highly specialized preparation or is sufficient to justify only attention in one or more courses offered in connection with less specific curricula. The following

questions should be answered by each institution in the light of the demands of its district: What is the output of each curriculum? Can the graduates of each curriculum be placed in positions for which they are trained? Is the demand of the district served large enough to warrant the establishment or continuance of the curriculum? There is evidence that certain institutions have added certain specific curricula merely to compete with other institutions without taking into account the real demand or lack of demand for the output of such curricula. Some institutions offer differentiated curricula from which they graduate but one or two students each year or perhaps several students who are unable to find appointments in their specialized fields and consequently go into work for which they are not prepared, while at the same time these institutions leave undifferentiated the preparation for the primary and intermediate grades where the greatest demands are made. The professional education given by schools for the training of teachers should clearly be differentiated according to the demands in the field of service to be entered by the prospective teacher.

4. The dominant demand is for teachers in the elementary grades.

Of the graduates of 1910 from the two-year curricula who taught the first year after graduation the proportion that taught in the grades below the high school was 84.5 percent. In 1915 it was 84.8 percent and decreased to 74.6 percent in 1920. From these figures it seems that the function of teacher-training institutions offering two-year curricula still lies chiefly in supplying the demands of the elementary grades.

5. There is a slight increase in the proportion of the two-year graduates going into high-school positions.

While a comparatively small number completing the two-year curricula enter high school work, with this rather limited preparation, there is a marked tendency in this direction. In 1910 only 6.7 percent entered some type of high school work: in 1915 the proportion increased to 9.5 percent: in 1920 to 15 percent. The increasing number of special subjects, such as manual training, household, and the commercial branches, account for the greater part of the increase. With the growing demands of the first eight grades it seems that the entire output of the two-year curricula should be placed in work below the high school level, and that the three-year and four-year curricula should be developed to the point where they can take care of the demands of the high schools in both the academic and the special subjects.

6. There is a noticeable tendency toward an increase of differentiated curricula.

There was a 25 percent increase in the number of differentiated curricula offered in 1920 over the number offered in 1910 in the two-year program of studies. In the institutions studied eleven differentiated curricula were offered in work below the high school level in 1910. This number increased to nineteen in 1915, and to twenty-three in 1920. There was an increase from five differentiated curricula in 1910 and 1915 to seven in 1920 in high school work. In 1910, of the institutions studied, five were offering some differentiated curricula: in 1915 this number increased to eleven, and in 1920 to thirteen.

There is sufficient evidence to justify the conclusion that differentiated curricula will soon be offered in all the schools for the training of teachers.

7. An increasing proportion of the graduates going into the primary and intermediate grades are receiving specialized training.

The proportion of the graduates of the two-year curricula for 1910 who had completed some specific curriculum for work in grades I-VI was 8.5 percent. In 1915 this increased to 13.9 percent, and to 19.7 percent in 1920. But the completion of specific curricula does not mean that the graduate will enter the specific field of teaching that the training calls for. Of the 786 graduates in 1910 who entered the elementary grades 104 or 13.2 percent had special training for either primary or intermediate work. In 1915 the number increased to 1720 of which 293 or 17 percent had specific preparation, and in 1920 out of 1267 graduates 322 or 25.4 percent had specific training for the specific work they entered.

From these data it may be concluded that there is a steady and gratifying increase in specific training for those undertaking classroom work in either the primary or the intermediate grades.

8. During the period studied the relative distribution of the graduates to supervised and unsupervised schools remains practically unchanged.

During the years studied the proportion of graduates going into supervised and unsupervised schools have changed very little. The slight change that has taken place is in favor of a larger number entering supervised schools. While this is partly due no doubt to the fact that there has been provided supervision for more of the rural and village schools in some states, leaving these out the

increase is largely to be attributed to the fact that there has been an increase in the number entering city schools.¹

9. Graduates of professional schools for teachers have a much longer period of service than the general teaching population.

The fact that the general teaching population has a teaching service of from four to five years and that the graduates of the two-year curricula of 1910 have a median service to date (1921) of 9.5 years is evidence of the value of training in lengthening tenure. Further, that nearly 60 percent of the graduates of the two-year curricula of 1915 were still actively engaged in school work six years after completing their college work is evidence that training means continued service.

The only conclusion that can be derived is that the service will be benefited by the longer tenure and that training, to the graduate level of two years, will increase the tenure at least 100 percent.

10. In each period studied a significant proportion of the graduates do not teach the first year.

The investigation shows that only 84.6 percent of the output of the institutions studied enter teaching the first year after graduation. It is significant that fifteen out of every one hundred graduates fail to enter the teaching service. If this is true for the country at large the loss to the teaching profession is of much concern. The greatest loss does not come from those who continue their education, but from those who use the institutions as finishing schools and then remain at home.

11. Student accounting seems to be inadequate.

It is an interesting fact that in only one of the institutions² visited a composite record of each graduate since the opening of the school was kept. This school had on a single card the information set forth in this study. When the records of this school are contrasted with those of the others it is evident that student accounting in general can be greatly improved. In most of the schools visited

¹ With the trained and the untrained teacher working side by side in the same system of schools it is necessary to have some supervision, not so much for the trained teacher as that the work of the two may approach the same value to the system and the service.

² The State Teachers College at Charleston, Ill., keeps a cumulative record of each graduate on a 3 X 5 library card. The following data are recorded: Name of the graduate; year of graduation; curriculum completed or special emphasis given to a particular field; school entered immediately after graduation; specific teaching position; successive teaching positions; subsequent study; degrees received; marriage; death; other occupation entered if not teaching. Both sides of the card are used. This was the simplest and most effective record found. The information is kept up to date by sending a return postal card each year to each graduate.

it was necessary to go to several sets of records before all of the information wanted could be gathered together on a single record sheet. In the majority of the institutions visited an attempt is being made to place student accounting upon a business basis.

The proper placement of the graduates is an important function of the school. In order to do this well it is necessary to have available the record of the prospective teacher or the teacher in service to recommend him or her properly for a position or promotion.

12. There is little evidence of coöperation of the schools with their alumni.

It is a noticeable fact that the professional schools for teachers fail to utilize the latent force and power of a well organized, united, and interested alumni. In a few places some of the data desired were obtained from the alumni records, but it was found that most of the alumni records consisted merely of the name, year of graduation, and the address of each alumnus. A study of this kind could not have been made from the records of the alumni, save in one institution.

Would it not be fortunate if the teacher-training institutions could organize their alumni for specific purposes which will unite them into a working body for their own good and the good of their institutions?

CHAPTER IX

SUGGESTIONS

1. Institutions for the professional preparation of teachers should inform themselves and their respective state departments definitely with regard to the distribution of their graduates.

The annual report of each institution should contain the distribution of the graduates as to kinds of schools entered, the teaching position, and the occupation entered by those who do not teach. A knowledge of the actual disposition of the graduates is needed by the state to help it solve the problem of supply and demand. It is only by a careful inventory of this kind that these schools can tell whether they are meeting the demands of their districts.

2. Differentiated curricula should in the main be limited to the clear demands of the field.

Every institution should offer differentiated curricula in the primary, intermediate, and upper-grade or junior high-school fields of service. It is evident from the study that every institution has its greatest demand in these fields and especially in the primary and intermediate grades. This statement is true for institutions that train for the general teaching service. There are few that train especially for high-school teaching or some special part of the service, and it is clearly justified in them to offer differentiated curricula for the particular fields into which their product will go. It must be regarded, however, as a serious mistake for an institution to maintain, as such, a curriculum that puts out only one or two graduates a year and particularly to offer curricula that encourage students to prepare for fields in which the demand is negligible. The best service that any institution can render to its district is to prepare well-trained teachers for the positions demanding such teachers. This demand should determine the extent of differentiation offered by the institution.

3. The responsibility of the institution does not end with the graduation of the student.

The institution's responsibility for its graduates apparently ceases in many places on commencement day, and in some

instances interest in their success ceases as well. A feeling of responsibility and a genuine interest on the part of the institution in the success of each graduate will do much to establish a united, well organized, and active alumni. The success of every graduate is in turn the success of the institution, and the failure of each one reflects on the school sending the student out into active labor.

4. Student accounting should be placed upon a business basis.

Every business concern of any proportion knows where its products go, it keeps a record of success and of the demands that success creates. Alterations, corrections, and eliminations are made to suit the customers and to meet the growing demands. Teacher-training institutions can profit by a study of some of the efficient business methods used by large concerns. It is believed that institutions would do well to keep a composite record of each student giving a complete history of the case.

5. The records of graduates should include the following data:

(a) A brief history of the graduate's training previous to entering the school. This should include the high-school record, experience in any occupation or previous experience in teaching if any.

(b) The specific curriculum completed in the institution. If only a general curriculum was completed the special emphasis given to any particular field of service should be noted.

(c) The scholastic attainments as measured by grades or marks.

(d) The judgments of instructors as to proficiency for a particular teaching position.

These judgments should be made by the instructors in the academic subjects as well as by the teachers of the training school, and the director of training.

(e) The placement of the graduate upon completion of training as to:

1. The type of school entered.

2. The specific teaching position.

3. Other occupation if not teaching.

(f) The success the graduate is meeting in the particular position entered as found by follow-up inquiries to supervisory officers.

(g) A continuous record of the graduate's work covering successive positions held, subsequent study, degrees received, other occupations entered. This can be done with very little trouble by sending every year a return postal card to each graduate.

6. It is suggested that each institution make a self survey covering a period of years to ascertain the facts relative to their gradu-

ates. It is believed that the results of such a survey would offer helpful suggestions for the improvement of the service of the institution to:

(a) The institution itself.

It is only by knowing the success with which the school is meeting the demands of its district that it can evaluate its services.

(b) The taxpayer.

Public teacher-training institutions are under obligations to the taxpayer and should be in a position to render to them an account of their accomplishments. To be able to show that each one gets returns for the money invested in the school.

(c) The student.

By having accurate information of former students the institution can render more effective service to the prospective students and teachers. The strongest factor in the upbuilding of any institution is a contented, happy, well satisfied body of students and graduates. For an institution to be able to render specific service to the graduates and in turn to the student will be the most effective advertisement that can be secured.

(d) The children.

The slogan of the National Educational Association, "A competent and well trained teacher for every school in the land," is the most optimistic educational philosophy we have. This could well be the slogan for every teacher-training institution as far as its district is concerned. How much more effective an institution would be if it could send into every teaching position a well prepared teacher for the specific work to be taught. This would indeed be a benefit to the children who will be the final judges of the teacher's work.

(e) The service.

If teaching is ever to be a true profession those engaged in it must rise above the present plane of limited preparation of a vague, general character that is supposed to fit one in two years for any field of teaching service. It must rise above the induction of misfits into teaching positions. It must rise above a tenure of only a few years. A survey of the actual output of the institutions with the view of improving the service will aid in finding the weakest links and should offer suggestions for improvements that will raise the teaching service to a recognized profession.





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